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ABSTRACT

The purpose of this study was to develop and test a counseling program designed to improve pupil self-esteem, thereby hopefully reducing the number of future school dropouts The program was conducted at Cooley Education and Vocational Guidance Center and served 87 pupils. The need for such a program was apparent when the high rate of secondary school dropouts was ascertained for this school district. Traditional statistical evaluatory procedures were applied to data collected in five major areas: "How I See Myself Scale," school conduct, school attendance, school achievement, and reading achievement. Criteria for transfer to this special program are questionable reading ability and poor school adjustment. The results show overall "N" growth in all areas. (Author)

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Operation C.O.D.

"Curtailment of Dropouts"

A program designed to improve pupil self-esteem thereby reducing future school dropouts.

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by Edward C. Bennett

Submitted in partial fulfillment of the requirements for the degree Doctor of Education, Nova University

Chicago Cluster

Dr. Virginia F. Lewis

Maxi 11 Practicum

December 17, 1975

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ABSTRACT

The Purpose of this practicum was to develop and test a counseling program designed to improve pupil self-esteem thereby hopefully reducing future school dropouts. The program was conducted at Cooley Education and Vocational Guidance Center and served 87 pupils. The need for such a program was apparent when the high rate of secondary school dropouts was ascertained for this school district. Traditional statistical evaluatory procedures were applied to data collected in five major areas: "How I See Myself Scale"; school conduct; school attendance; school achievement; and reading achievement. The results show overall "N" growth in all areas and becomes encouraging when one considers that a criteria for transfer to this special school is problematic reading ability and poor school adjustment.

ACKNOWLEDGEMENTS

I wish to thank my wife, Joan, and our children for their patience and support during the three years of the Nova program. Mrs. Gloria L. Bishop, my most excellent secretary, typed the major portion of this final practicum report, and I thank her. Two very close friends, Mr. Robert M. Firman and Mr. Richard G. Firman, assisted me greatly with the preparation of of this paper. Thank you very much Bob and " Foxy ". My thanks also to Dr. Virginia F. Lewis, our Nova coordinator who encouraged all of us in the Chicago cluster. Finally, to Dr. Robert M. Buckley, I thank you for assistance with the very important chapter on evaluation. I appreciate all your contributions.

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CHAPTER I

STATEMENT OF THE DROPOUT PROBLEM

How do you motivate every youngster to learn? What is it about school that makes one youth stick in class while another "tunes out" and "drops out?" Considerable amounts of energy and study have been poured into these and related questions for many years. Yet our nation's dropout dilemma persists. It is not that answers and solutions are not available. There are a multitude of them to cope with every type of dropout and potential dropout, whether he is a deprived ghetto youth, a Spanish-speaking Chicano or Puerto Rican, a suburban or rural white, or a pregnant teenager. And it is not that schools have not tried to apply thoughtful countermeasures, sometimes with striking results. But high school pupils keep dropping out nonetheless--and at a national rate of about 25 percent. Only 752 out of each 1,000 pupils who entered fifth grade in 1962 graduated from high school.[1]

We educators are only too well aware that 16 is the year of the dropout, the age when youngsters in all but 11

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[1]Task Force on Children Out of School, The Way We Go To School (Boston: Beacon Press, 1970), p. 14.

states are no longer bound by compulsory school attendance laws. It is the year in which many 10th and 11th graders take their last walk out of the school door--but not necessarily the year they make the decision to leave. To the contrary, extensive research[2] shows that most youths make up their minds, or are disposed to leave, long before the final dramatic act occurs. It is now widely accepted that dropping out is only a visible symptom of something that has gone wrong long before. And it is on this fact that my Cooley program is being keyed: early detection of trouble and remedial action to keep the pupil in school.

The study, "Youth in Transition"[3] states that dropping out of high school is overrated as a problem in its own right because it actually is the end result or symptom of other problems originating much earlier in life. Dropouts experience difficulties, the report concludes, and their aspirations, accomplishments, and self-esteem are below average, but these factors are already present or predictable by the start of the ninth grade. Although the study neglected facts concerned with full lifetime earnings which clearly show the dropout at a disadvantage compared to the

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[2]Bachman, Jerald G., "Dropouts: Problem or Symptom?" Youth in Transition (Ann Arbor: Institute for Social Research, 1971), p. 241.

[3]Ibid., p. 244.

high school graduate (especially for blacks), the findings do emphasize the importance of beginning dropout prevention early. Poor classroom grades and failure are two important forerunners of dropping out; however, these indicators may merely reflect a more fundamental inability or unwillingness to conform to the rigidities of the system.

The study includes several measures of rebellious behavior in school and delinquent behavior both in and out of school. The results consistently indicate that the problem is not likely to be resolved by persuading a young man to remain through the last year of two of high school, but early intervention, in elementary school and perhaps much earlier, may prevent the problem's becoming deeply ingrained.

These events may tend to function as self-fulfilling prophecies, with both the student and his teacher coming to feel that "he just isn't cut out for school work." In addition, the failure experience in school may lead to feelings of shame and may eventually precipitate "fight" or "flight" reactions, including dropping out. The study emphasized the need to match individual students to certain high school environments so that the student and the school environment are compatible. Among the important elements in

the mismatch between potential dropouts and the school environment are individual limitations in academic ability, past scholastic failure, and patterns of delinquent behavior. It has often been noted that boys who become dropouts are likely to have a background of delinquency.

Authorities urge[4] that diagnosis of potential dropouts be initiated in elementary schools. Even in these grades certain telltale signs are apparent:

1. Inability to read at grade level.
2. Frequent absenteeism.
3. A rebellious attitude toward teachers.
4. Disruptive behavior in the classroom.
5. Emotional disturbances related to the home environment.
6. A hostile attitude toward school.
7. A pattern of failure in school work.

As time goes on, the signs become clearer. The pupil fails one or two years. He becomes a loner and then a truant. Now the pupil is anxious to dropout just to free himself of the place where he has obviously failed. These signs

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[4] Ibid., p. 276.

exactly parallel the symptoms exhibited by our dropouts and potential dropouts at Cooley Education and Vocational Guidance Center.

With the advent of an eighth grade program at Cooley during the 1974-75 school year (Cooley Education and Vocational Guidance Center), I believed it would be an opportune time to institute a dropout prevention program before the pupil had an opportunity to experience failure in secondary school. In Chicago, when a new administrative unit is formed, the school principal has the opportunity to select a percentage of his faculty without regard for teacher transfer lists, etc. Therefore, I had the opportunity to select the most skilled, sensitive, and cooperative teachers available to serve our pupils. This opportunity enriched our chances for a successful program.

In the Chicago Board of Education report entitled High School Dropout Report 1966-67 to 1973-74, our Bureau of Administrative Research reported that the 1973-74 dropout rate for all Chicago public high schools was 9.2 percent. The range was 19.8 percent from 21.4 percent to 1.6 percent. The highest dropout rate was experienced by an inner city general high school and the lowest rate was recorded by a citywide, selective admission, technical secondary school. The prime reason stated by pupils for leaving school was

lack of interest and poor scholarship. The figures show that 9,286 of the 14,047 pupils, or 66.1 percent of the total dropouts from Chicago public schools, left because of a lack of interest in school.

Three secondary schools serve the residents of the Cabrini-Green public housing development. This development is located in the inner city and houses some 12,000, predominantly black residents. The 1973-74 dropout rates for these schools are:

Waller	16.6 percent
Wells	13.8 percent
Cooley	9.1 percent

The 1974 dropout rate for Cooley Vocational High School has shown a remarkable decrease during my tenure at the school.

1970-71	17.6 percent
1971-72	11.9 percent
1972-73	11.7 percent
1973-74	9.1 percent

In my estimation, this dramatic decrease was made possible through the efforts of a dedicated counseling and administrative staff who, through individual and group counseling sessions, convinced our potential dropouts that we at Cooley

truly care about the individual pupil and his future. A pupil cannot voluntarily leave Cooley without an individual conference which includes the pupil, parent, division teacher, guidance counselor, and principal. Together, we have solved such problems as: child abuse in the home; needed part time employment; lack of appropriate school clothes; improper diet; lack of legal assistance; required remediation in appropriate studies; and individualized instruction and programming.

This approach has been successful at Cooley Vocational High School and I strongly believe that a similiar program, modified to meet the needs of elementary school children, would be successful in the new Cooley Education and Vocational Guidance Center.

When the E.V.G.C. staff assembled in September 1974, I presented the plan to the new teachers and asked for their input since they would be instrumental in delivering the system. Since the staff had been previously apprised of the special needs of our incoming pupils, they enthusiastically accepted the concept of the program. We then began to plan the detailed daily lesson plans that I had developed in outline and resource unit form. We also began to gather data on our pupils. Previous reading scores, former

teachers' scholastic grades, conduct grades, medical records, and attendance information were recorded for our new pupils.

PROBLEM

The students we accepted in our center are overage, underachievers. They have not been successful in their previous elementary school. Some have not been able to adjust to a school environment, some have evidenced overt anti-social behavior toward the school and school personnel, many do not read well, some are truants, and some have just "given up." While the percentage of elementary school dropouts is very small because of the mandatory age for leaving, I believe this program can provide the type of positive support needed by our students to assist them now and hopefully provide resources needed to support them through secondary school. Since our students will simply move from one part of the building to another after graduation, they will still have access to the teachers who assisted them in eighth grade, if they need support in the high school. The two units in one building will be a very positive factor in the success of this program. Further, I serve as principal of the entire building and the students will have access to me, a familiar friend, to assist them over the rough spots during the first several months in high school.

I am aware of the many significant problems that confront our students, both inside and outside the building through my long association with the school and community. In the past I have discovered solutions to some of these and used the power of my position to aid students. Teachers would be alerted to watch for signs of need in these areas so that I might provide the necessary resources. For example:

The provision of free eyeglasses for students with such deficiencies.

Free medical and dental services through community agencies.

Free lunches for students who are not receiving balanced meals at home because the parents do not have adequate funds.

Emergency fund grants for exceptionally needy families can be provided.

Clothes and shoes for students who cannot attend school for the lack of such items.

My appearance as a character witness in Juvenile Court for students arrested for minor offenses.

Visitation of homes to help solve family problems that have a negative influence on students.

Frequently, parents are not aware of the fact that a student is truant from school. Since they frequently do not have operable telephones, and the students intercept school mail, a personal visit is the only way to inform the parent that the student has been absent. Often, the parent is keeping the youngster home to baby sit with a younger brother or sister so that the parent can work. I have secured part time work for the teenagers through the neighborhood Urban Progress Center just so the student can earn a few dollars to assist at home and to purchase small luxuries.

But, even as these works are performed, the message keeps coming through that still more must be done by the school to dispel the deep-rooted feeling of defeat, despair, and the expectation of failure. This is the true problem and this program will make a beginning to assist the child at this very impressionable age to make certain that he knows someone really cares about his welfare. Then, perhaps we can improve his self-concept by transferring our feeling to him so that he can again begin to care about himself.

The problems which cause our students to drop out, in addition to those named above, are intrinsic to the select group of young persons we are serving. As a group they:

Have experienced academic failure.

Are overage in comparison to other students at similar grade levels.

Evidence a lack of confidence in their ability to succeed.

Evidence low self-concept and self-esteem.

Have negative attitudes toward school and school personnel.

Have poor attendance records although their parents desire regular attendance.

Have poor motivation for success.

OBJECTIVES

The immediate objectives of this practicum is to assist our pupils to build a foundation now, while they are still in elementary school, to change and support their attitudes toward school and their future. Further, the program will:

Provide the pupils with a better feeling about themselves and their capabilities.

Provide the pupils with a feeling of self worth and confidence.

Provide the pupils with a desire for success in school.

Reduce truancy (improve attendance).

Reduce poor behavior problems (improve conduct and citizenship).

Assist the pupils to solve or adjust to their personal problems.

The long-term objective is to provide this help now so as to prevent the pupils from dropping out during their high school years.

PRACTICUM DESIGN

This program was designed to meet the needs of the pupils enrolled at Cooley Education and Vocational Guidance Center. The E.V.G.C. pupils are housed in the Cooley Vocational High School building and follow the high school bell program. The school day is divided into nine, forty-minute instruction periods. The school day begins at 8:00 a.m. and ends at 2:32 p.m. All pupils have lunch fifth period. An estimated 90 percent of our pupils qualify for the federally supported, free, or reduced price, lunch. Therefore, we have a virtual "closed campus" lunch program.

The pupils who participate in Operation C.O.D. all share in the same daily counseling program during division or home room period. Therefore, the division teachers know exactly what material was presented during every other counseling period. The teachers are then in a position to

reinforce the lesson of the day as the pupils move from reading to math, to shop, etc. This is a major strength of the program and is possible because of the small number of pupils and teachers in the school.

The daily lesson plans were developed by the principal, teachers, selected pupils (one from each division room), and parents from resource units developed by me. The plans have been developed to promote maximum participation from the pupils. Major concepts such as solving social problems, identifying personal strengths, and knowing reality are developed on a daily basis with periodic evaluation sessions. By meeting with all the teachers at least once each week and visiting many classrooms, I could be certain that all circle sessions were "on track."

During the development of the program and before the sessions started, we discovered that 22 of its original 109 pupils earned the opportunity to begin their secondary school education. Therefore, at the end of the first semester, these 22 pupils were graduated from the E.V.G.C. and promoted to the secondary school department.

The remaining 87 pupils, 34 young women and 53 young men, started the program in the second semester of the 1974-75 school year. It is these 87 pupils who comprise the target group for the study.

PARTICIPANTS INPUTS

As the practitioner writing this practicum report it was necessary for me to perform the following functions before, during, and after the time the C.O.D. counseling program was introduced at Cooley Education and Vocational Guidance Center.

1. Managed the transfer of the education and vocational guidance center concept and unit from the Sexton School to the Cooley Vocational High School site.

2. Conceived and wrote the twenty week lesson plans which form the basis for the C.O.D. program.

3. Directed the in-service program for faculty members who would deliver the program to the pupils.

4. Coordinated the efforts of the teachers by frequent staff meetings and constant monitoring of the programs progress.

5. Developed and maintained information flow to members of the Local School Parent Council and to members of the Parent, Teacher, Student Association.

6. Periodically provided information on the progress of the program to my District Superintendent.

7. Re-wrote lesson plans utilizing the information

provided to me by the classroom teachers who were actually using the program.

8. Gathered all pertinent data needed for the evaluation portion of the final practicum report.

9. Participated in 31 counseling sessions so that I could make first hand observations on the apparent progress of the program and its acceptance by the target group of pupils.

10. Performed an extensive search of existing literature on the subject of dropouts.

11. Wrote final practicum report.

Following is a detailed time line further describing my role in the practicum.

DATE	PARTICIPANTS INPUT
Summer, 1974	Began writing lesson plans which form the basis of the CO.D. program. During this time I searched the literature, and planned for the next school year.
9/3/74	First day of the 1974-75 school year. Faculty meeting with members of the new Cooley Education and Vocational Guidance Center. Since all faculty members had been selected by me, and since I had advised them

of the special needs of our new pupils, they were prepared to meet the challenge of this new responsibility.

After a brief review of the program and the special needs of our pupils, I distributed copies of the tentative first 4 week package of lesson plans that I had prepared during the summe I stressed the fact that the lesson plans were tentative and that I wished, in fact needed, faculty input now and during the program to revise and "sharpen" the program. The teachers were asked to read and make suggestion directly on the plans and return them to me as soon as possible..

Classroom pupil rosters and information regarding special problems were distributed to the teachers.

During this meeting, as with all the meetings to follow, I called the assembly but desired a "free flow" of information between me and the participants. Therefore the meetings were informal and usually in a neutral place; the teachers lunchroom, social room, or lounge. I served as a resource person to the faculty.

9/9/74 Faculty meeting to discuss lesson plans and make teacher suggested changes.

9/18/74 Meeting with Local School Parent Council and Parent, Teacher, Student Association. I explained the possible importance of the program to the parents, students, and teachers present and secured their promise of support for the program. I then distributed copies of the tentative first 4 week lesson plans and promised to keep them fully informed of the progress of the program.

9/25/74 Faculty meeting to distribute revised first 4 week lesson plans. Also distributed copies of the second 4 week lesson plans in tentative form.

10/8/74 Faculty meeting to discuss teacher suggested changes in second 4 week package of lesson plans.

10/17/74 Met with Local Parent Council and P.T.S.A. Distributed copies of revised first 4 week lesson plans and tentative second 4 week package of lesson plans.

10/23/74 Faculty meeting to distribute revised copies of second 4 week lesson plans and tentative copies of third 4 week lesson plans.

11/13/74 Faculty meeting to distribute revised copies of third 4 week lesson plans.

11/21/74	Met with Local School Parent Council and P.T.S.A. and distributed copies of revised second 4 week and third 4 week package of lesson plans.
12/4/74	Faculty meeting to distribute fourth 4 week package of lesson plans.
12/11/74	Faculty meeting to distribute revised fourth 4 week package of lesson plans.
12/19/74	Met with Local School Parent Council, P.T.S.A. and E.V.G.C. faculty to distribute revised fourth 4 week lesson plans and to further discuss the program.
1/8/75	Faculty meeting to distribute fifth 4 week package of tentative lesson plans.
1/15/75	Faculty meeting to distribute complete package of twenty week revised lesson plans.
1/16/75	Met with Local School Parent Council and P.T.S.A. and E.V.G.C. faculty to distribute complete twenty week package of lesson plans to parents. Reminded all present that program is to begin on Monday, February 3, 1975.
1/27/75	Graduated to Cooley Vocational High School 22 of the original 109 pupils enrolled in Cooley E.V.G.C. Target group now reduced to 87 pupils.

1/27/75 I began collecting all necessary data recorded by the teachers for the pupils first semester at Cooley E.V.G.C. This data is to be used in the evaluation portion of the final practicum report: attendance data; conduct grades; and achievement grades.

1/27/75 Counselors begin testing of target group of 87 pupils using the "How I See Myself Scale" and the Iowa Test of Basic Skills.

2/3/75 Operation C.O.D. counseling program operational at Coolet E.V.G.C.

During this 20 week program, I made 31 classroom visits to supervise, monitor, and participate in the sessions. The schedule of visitations was as follows:

Division Room 226
2/4, 2/18, 3/6, 3/25, 4/10, 5/20, 6/10.

Division Room 230
2/6, 2/20, 3/11, 3/27, 4/29, 5/22.

Division Room 232
2/7, 2/25, 3/13, 4/1, 5/6, 5/22.

Division Room 236
2/11, 2/26, 3/18, 4/3, 5/8, 5/29.

Division Room 238
2/13, 3/4, 3/20, 4/8, 5/13, 6/3.

2/5/75 Faculty meeting to discuss progress of program and lesson plan revisions.

2/19/75 Faculty Meeting.

2/20/75	Local School Parent Council, P.T.S.A. and faculty meeting to discuss progress of program.
3/5/75	Faculty meeting.
3/19/75	Faculty meeting.
3/20/75	Local School Parent Council and P.T.S.A. meeting.
4/2/75	Faculty meeting.
4/16/75	Faculty meeting.
4/17/75	Local School Parent Council, P.T.S.A. and E.V.G.C. faculty meeting.
5/7/75	Faculty meeting.
5/21/75	Faculty meeting.
5/22/75	Local School Parent Council and P.T.S.A. meeting.
6/4/75	Faculty meeting.
6/13/75	C.O.D. counseling program trial period ends at Cooley E.V.G.C.
6/16/75	Final meeting with Local School Parent Council, P.T.S.A. and E.V.G.C. faculty. Very supportive report presented to parents by faculty. I promised all members that I would share the results of my final practicum report with them.

6/16/75 Counseling staff began post-program testing using previously mentioned pre-program instruments.

6/24/75 I began collecting post-program data from permanent records of target pupils.

CHAPTER II

THE EDUCATION AND VOCATIONAL GUIDANCE CENTERS

The Education and Vocational Guidance Centers (E.V.G.C.) were established in the Chicago public schools in 1962 after a survey indicated that there were 26,000 children, 14 years of age and older, who had not been graduated from elementary schools in Chicago.[5] Of these 26,000 youths, 8,000 were 15 years old or older.

Generally, the 26,000 students who had not been graduated from elementary schools by the time they reached age 14 were students who had been retained in the same grade for more than one year or students who were in eighth grade but had not attained a reading level that was required or needed for high school entrance.[6]

These students are representative of a growing number of young people who reach 14 years of age but are unprepared academically and motivationally to succeed in high school. These students lack the academic background,

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[5]Board of Education, City of Chicago, High School Dropout Report 1960-61 (Chicago: Bureau of Administrative Research, Chicago Public Schools, 1961), p. 4.

[6]Ibid., p. 27.

achievement levels in reading and arithmetic, study habits, and self-discipline necessary for success in the regular high school situation. Consequently, among these students there is an extreme rate of failure and a high drop-out rate, as evidenced yearly by the High School Dropout Report prepared by the Bureau of Administrative Research of the Chicago Public Schools.

At the time of the establishment of the E.V.G.C.'s, high schools without remedial reading programs frequently insisted that students' reading achievements be at least 6.0 for entrance and high schools with remedial reading programs required 5.0. The E.V.G.C.'s were established specifically to provide for the overaged elementary school students, 14 years of age or older, whose achievement levels did not meet high school entrance requirements. The primary purpose of the E.V.G.C.'s was to conduct a program of remediation and counseling that would prepare students for high school entrance and success.

Since the establishment of the first E.V.G.C. in 1962, nine others have been added to accommodate the growing number of overaged children in the Chicago public schools who are not ready to begin high school.

The instructional program at the E.V.G.C.'s is similar to that for the upper grades of a regular elementary school with a special emphasis on reading, arithmetic, and other communication skills. In addition to this regular program, there are supervised work experiences conducted in conjunction with the multi-vocational shop program. Guidance, counseling, and information on occupations are also provided.

In general, the E.V.G.C.'s do not accept the following types of students:

- Those reading above 6.0.
- The socially maladjusted.
- EMH and TMH (Educable Mentally Handicapped and Trainable Mentally Handicapped).
- The physically handicapped.
- The emotionally disturbed.

Each E.V.G.C. is designed to accommodate a maximum of 300 special students. The 10 E.V.G.C.'s in Chicago, therefore, can accommodate only a portion of the students with special needs, and many overaged students who are behind academically do not have the opportunity of attending an E.V.G.C. where intensified counseling and guidance, smaller remedial classes, and supportive services are available.

It is recognized[7] that many students suffer handicaps and disadvantages resulting from:

1. The culture of poverty.
2. Impoverished education backgrounds and experiences.
3. Physical, emotional, and mental underdevelopment.
4. Racial discrimination and segregation.
5. Family disorganization.
6. Language deficiences.
7. The lack of self-esteem.

These handicaps and disadvantages are often the effects of circumstances and environmental conditions beyond the control of the students. Nonetheless, these background experiences are hindrances to acquiring a high school education within the usual period of time. Unless certain developmental experiences related to language values and the performances of academic tasks are provided, the students in question will find it difficult and sometimes impossible to meet high school requirements without compensatory assistance and additional time.

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[7]U. S. Bureau of The Census, 1970 United States Census Data on School Nonenrollment: Final Report PC(2)-5A Series (Washington, D.C.: U. S. Government Printing Office, 1973), p. 419.

CHAPTER III

THE COOLEY EDUCATION AND VOCATIONAL GUIDANCE CENTER AND ITS COMMUNITY

Cooley Education and Vocational Guidance Center is located in the Chicago community known as the Near North Side. The boundaries of this community are Lake Michigan on the east, Chicago River on the south and west, and North Avenue on the north. Physically, along the south border, the community has a number of light industrial distributing and fabricating enterprises. Along the lake are found many high rise units, the Chicago campus of Northwestern University, several large hotels, fasionable stores, and homes of famed "Gold Coast" individuals. The area from Clark Street west to Larrabee Street once consisted mainly of single and multiple dwelling units. The area from Larrabee Street to the Chicago River contains the same physical characteristics as the south part of the general community.

Economically, the Near North Side embraces some of the wealthiest and some of the most destitute people in Chicago. The "Gold Coast" is the neighborhood known for

millionaires, while a half-mile to the west (lived the struggling immigrant of the 1900's) who was recently replaced by destitute blacks. These families are housed in the Cabrini-Green Homes.

Before 1940, the community was predominantly white with a small percentage of blacks. Of this white majority, approximately 75 percent were of Italian extraction. The neighborhood retained this racial proportion until after World War II. In 1942, the Mother Cabrini Homes were built as a row-house complex, containing six unit dwellings and capable of housing 586 families. This project occupied 26 blocks south of Oak Street between Larrabee and Hudson Avenue. In 1958, an extension to Mother Cabrini Homes consisting of 15 high-rise units was built and ready for occupancy. These buildings were adjacent to the first project and extended from Division Street to Chicago Avenue. In 1962, the William Green Homes were erected North of Division Street between Clybourn and Larrabee streets. This project consisted of eight high-rise units.

In the process of Urban Renewal over a period of years, the blacks moved into the housing projects and the whites moved from the neighborhood. At the present time, there

are several phases of Urban Renewal that are being implemented in the vicinity of the Cooley School. Buildings are being razed to make room for a park and a low cost single dwelling complex. East of the school site, numerous high-rise units have been built by private enterprise. To the north, the vast Lincoln Park Urban Renewal Program is underway. West, between Clybourn Avenue and the river, another phase of Urban Renewal is in the planning stages. There are not plans for the immediate area east, north and west of the school. This might indicate some stability as far as the school population is concerned. However, recently many families have moved from the area due to the high crime rate. The murder of two policemen prompted many families to leave the neighborhood. At the present time, there are many vacant apartments in the Cabrini project.

Presently, the Cooley School draws 95 percent of its students from the Cabrini-Green project. This project has a population of 12,000 people. The remaining 5 percent of the students come from the area southeast and northwest of the school. Students from this area attend Cooley, Waller and Wells high schools. Jenner, Byrd, Schiller, Franklin and Manierre serve the elementary school students. Some students attend St. Michaels, Holy Family, Trinity, and

Cathedral which are parochial elementary and secondary schools in the neighborhood.

Adult employment in the area ranges from domestic to professional. (All paraprofessionals in the schools come from the community.) Less than 1 percent are professional, 5 to 9 percent are skilled and 80 percent are unskilled. In 92 percent of the households, the female is the head of the house. Fifty percent of them worked at some time in the last five years. According to a recent census,[8] over fifty percent of the families are receiving welfare of one form or another. I would venture to say that the percentage is now closer to seventy-five percent.

The community is composed of approximately 95 percent Black, 3 percent Puerto Rican and possibly 2 percent white. Some Mexican-Americans live in the area, but the exact number is not known at thie time. The records at the Chicago Housing Authority show a high degree of transiency in the Cabrini Green Homes. Only 50 percent of the families have lived in the projects from five to ten years. According to a study by the nearby Isham YMCA in 1973, the average educational level of the adults is completion of the eighth grade.

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[8]U.S. Bureau of the Census, Census of Population: 1970, Detailed Characteristics, Final Report PC(1) D Series, (Washington, D. C.: U. S. Government Printing Office, 1973), p. 729.

The Cooley Education and Vocational Guidance Center, with an enrollment of 109 pupils, is housed in the Cooley Vocational High School. The building was constructed in 1908 at 1225 North Sedgwick Street as Lane Technical High School. Lane remained at this location for a period of twenty-six years. During this time, it expanded until Lane comprised an enrollment of 4,000 students and a faculty of 144 teachers. In 1934, Lane moved to new quarters on the Northwest side of the city and was replaced by the Washburne Trade School. In 1958, Washburne moved to its new location at 31st and Kedzie, taking the name Washburne with them. The school at 1225 North Sedgwick was re-christened in honor of Edwin G. Cooley who introduced and fostered vocational training when he was Superintendent of Schools in Chicago (1900-1907).

Cooley School serves over 1,100 students who reside in the Cabrini-Green Housing Project. This project houses almost twelve thousand residents who are perhaps the most economically disadvantaged citizens in this city. The school has three separate administrative units. A vocational high school, an upper grade center, and as of September 1974, an education and vocational guidance center. The education and vocational guidance center was transferred to the Cooley

site this school year after the building which originally housed the program was closed due to age and unsafe conditions.

I requested that the program be maintained and transferred to Cooley. This was accomplished in September 1974. Since we were starting the program anew, I believed that this was the perfect time to begin an intensive classroom counseling program to attempt to assist these students in building a solid educational foundation with the goal of having them complete their elementary education and then to enter our vocational high school and complete their secondary education.

CHAPTER IV

STUDENT SELF-CONCEPT AND SELF-ESTEEM

Much has been learned recently about the role of the self-concept as an influential force in academic achievement. Research indicates there is a direct relationship between the level of the student's self-concept and his manifest behavior, perceptions and academic performance. Lecky[9] was one of the first investigators to demonstrate the role of the self-concept in learning. Walsh[10] found that "high ability, lower achievers" have negative self-regard when matched with "high ability, high achievers." Entering our school each day are Black inner-city students who not only perceive themselves as non-achievers but are also frequently labeled non-academic by their teachers.

Personality theorists and others in related fields, have been involved with the "self" for many years. It has been said that most of the recent work on the self-concept derives from the early efforts of William James.[11] Freud[12]

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[9]Lecky, P., Self Consistency: A Theory of Personality (New York: Islands Press, 1945).

[10]Walsh, A.M., Self Concepts of Bright Boys with Learning Difficulties (New York: Columbia Teachers Press, 1956).

[11]James, William, Principles of Psychology (New York: Holt, Rinehart and Winston, Inc., 1890).

[12]Freud, Sigmund, A General Introduction to Psychoanalysis (Garden City, New York: Garden City Publishing Co., 1943).

structured the personality around the id, ego and super ego. Allport[13] considered the "self" as highly important in personality development. Mead[14] suggested that the person respond to himself with certain feelings and attitudes as others respond to him. Symonds[15] viewed the ego as a group of processes and the "self" as a manner in which the individual reacts to himself. Combs and Snygg[16] have made major contributions to the understanding of the self-concept in their theoretical formulations regarding the perceputal view of behavior. Sullivan, Horney, Rogers and others have been centrally concerned with the self-concept in one way or another. Lecky (1945) felt that one of the individual's basic problems is maintaining inner and environmental harmony.

It is understood that everyone has an image or concept of himself as a living being. Each person has an image of his physical and psychological self. Often these self-constructions that a person holds of his two images are inaccurate. The self, which is a social product, is slowly constructed from others action toward oneself. In this

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[13]Allport, Gordon, Personality: A Psychological Interpretation (New York: Holt, Rinehart and Winston, Inc., 1937).

[14]Mead, G. H., Mind, Self and Society (Chicago: University of Chicago Press, 1934).

[15]Symonds, P. M., The Ego and The Self (New York: Appleton Century-Crofts, 1951).

[16]Combs, A. and Snygg, D., Individual Behavior, rev. ed. (New York: Harper & Row Publishers, Inc., 1959).

sense it can be said that one is taught about himself by others. These findings are enough to have proven the theory that the self-concept an individual holds is learned from interaction with others.

Recently, we have learned that the self-concept plays a vital role in the academic success or failure of students. We know that the self-concept develops from what an individual learns to think about himself by observing what others think of him. Bowman[17] indicated that Black youngsters from ghettos such as Cabrini-Green showed signs of possessing a negative self-concept which in turn relates to their inability to achieve in the classroom. Soares and Soares (1969) indicated the positive aspect of the self-concept needed for the academic success of inner city of disadvantaged children. The following review will present a deeper insight into the role of the self-concept.

According to Brammer and Shostrom,[18] the "self" is a construct rooted in Gestalt and phenomenological psychology. It is typically defined as the individual's dynamic organization of concepts, values, goals and ideals which determine the ways in which he should behave. It is the individual's

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[17]Bowman, Paul H., "Improving the Pupil Self-Concept," ed. Robert H. Strom, The Inner City Classroom: Teacher Behaviors (Columbus: Charles Merrill Publishing Co., 1966).

[18]Brammer, Lawrence and Shostrom, Everett, Therapeutic Psychology (Englewood Cliffs, N. J.: Prentice-Hall, 1968), p. 46.

consistent picture of himself and is best represented by what he calls "I" or "me." Various terms such as concept of self, self-images, self-concept and self-structure are used to describe this personality construct. Jersild[19] referred to it as a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of what he is. Sullivan and Horney[20] wrote that the self can never be isolated from the complex of interpersonal relations in which a person lives. Jersild's definition and assumptions with relationship to the self-concept have been fundamental and accepted by most psychologists, sociologists and clinicians. It might also be noted that Freud referred to the self-concept as "ego" and "super-ego" whereas Erickson speaks in terms of "identity."[21]

James C. Coleman defined the self-concept from a different and more basic point of view. Coleman[22] evidenced the individual's self-concept as his picture or image of himself--his view of himself as distinct from all other

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[19]Jersild, Arthur J., In Search of Self (New York: Bureau of Publications, Teachers College, Columbia University, 1960), p. 9.

[20]Hall, Calvin and Lindzey, Gardner, Theories of Personality (New York: John Wiley and Sons, 1967), pp. 130-141.

[21]Ibid., p. 63.

[22]Coleman, James, Psychology and Effective Behavior (Chicago: Scott-Foresman and Co., 1969), p. 61.

persons or things. This self-image incorporates his perception of what he is really like (self-identity) and of his worth as a person (self-ideal).

Coleman wrote[23] that the "self" is not a mystical entity, but a useful and seemingly necessary construct for explaining many aspects of individual behavior. The genetic and environmental influence in shaping the personality, causes every personality to be considered unique. Coleman went further when he declared that the continuous interweaving of hereditary, environmental, and self-influences shapes all of us into a little different form from everyone else. Carl Rogers seemed to have similar thoughts but expressed it a little differently. Rogers[24] felt that the self, whether it be conceived as object or as process or both, it is not homunculus or "man within the breast" or soul; it refers to objects of psychological processes or to processes themselves and these processes are assumed to be governed by the principal of causality. Rogers felt, in other words, that the self is not a metaphysical or religious concept; it is a concept that falls within the domain of scientific psychology. Self theory represents a serious

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[23] Ibid., p. 78.

[24] Rogers, Carl, Theories of Personality (New York: Wiley and Sons, 1957), p. 468.

attempt to account for certain phenomena and to conceptualize one's observation of certain aspects of behavior.

Ross Stagner and Adrian Vann Kaam[25] attempted to compliment Rogers and felt that every one of us has his own project of existence which implies among other things the styles in which we embody our strivings in daily behavior. Such a style of existence has been formed in the light of individual experiences of attitudes of the surrounding culture in which we are inserted by birth and education. This cultural component of our style of behavior and perception is mediated by the image of "ideal" behavior as held by people of our home, neighborhood and society. Here, Van Kaam explained that our style of life and the way we see ourselves permeates our human relationships which, in turn, is based upon how we feel we are viewed by others and our own picture of our cultural heritage. Similarly, Stagner[26] thought that the self can best be understood by relating it to the surrounding environment, just as, in any percept, the figure must be seen against a background. And, in many cases, the quality of the individual (how he perceives himself) can best be inferred from how he perceives his environment. From this point of view it can be assumed that

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[25]Van Kaam, Adrian, Guidance: An Examination (Chicago: Harcourt-Brace and World, Inc., 1965), p. 69.

[26]Stagner, Ross, Psychology of Personality (New York: McGraw-HIll Book Company, Inc., 1961), p. 196.

the individual obtains a mental picture of himself from his environment and his actions will be appropriate to this image.

It is clear that children do not come to school equally prepared for the learning tasks of the first grade. Also, children learn at an early age to perceive many aspects of the world about them. This is of special consideration where the Black deprived child is concerned. Erik H. Erikson[27] envisioned that the individual student, belonging to an oppressed and exploited minority, which is aware of the dominant cultural ideals but prevented from emulating them, is apt to fuse negative images held up to him by the dominant majority with his own negative identity.

Accordingly, this negative image begins at an early age for our Black children, whose environment conspires to destroy any sense of his own worth. By first grade, if not sooner, deprived Black children feel negative about themselves. In its work with Black and white slum children, for example, the Institute for Developmental Studies at New York Medical College[28] gave youngsters a test in which they were asked to complete a number of sentences. One of them read: "When I look at other boys and girls, and then

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[27]Erikson, Erik H., The Concept of Identity (Toronto: Beacon Press, 1967), p. 231.

[28]Silberman, Charles, Crisis in Black and White (New York: Vintage Books, 1957), p. 115.

at myself, I feel_____." Thirty percent of the white children completed the sentence with some unfavorable judgment about how they compare to other children ("I feel ashamed." "I feel sad," etc.). But fully eighty percent of the Black children answered in an unfavorable judgment about themselves. This self-depreciation continues and expands as the child matures.

Low self-esteem, which is characteristic of a large number of youth, is a result of deprivation and can be seen in school failure and early dropouts. Abram Kardiner and Lionel Ovesey[29] wrote that the Black youth's esteem suffers because he is constantly receiving an unpleasant image of himself from the behavior of others to him. From a conference at Tufts University,[30] it was also learned that the environmental press of American color-caste system tends to develop conceptions of self in Black children which result in defeated behavior as far as academic development is concerned. In addition to this, there were two other assumptions viewed. Schools which tend to serve as part of this defeating press can instead serve to strengthen the self-concept of Black children and youth, with a consequence of strengthening of their performance

[29]Kardiner, Aram and Lionel Ovesey, The Mark of Oppression (Cleveland: World Publishing Co., 1962), p. 47.

[30]Frazier, E. Franklin, Black Bourgeoisie (New York: MacMillan Co., 1962), p. 11.

as students and citizens. This kind of negative press can damage personality and distort or inhibit behavior.

The child from the culturally deprived home comes to school with an interest in the new experiences, but without some of the experiences, skills and values that the school expects from students in general. The school's learning environment and materials are so very different from the settings which are familiar to him. His basic environment may govern his self-direction, interpretation, consistency and trend toward learning. Whether an individual's self-concept is accurate or not, he assumes it is and acts accordingly. Each day's learning reacts upon previous experiences, and day after day growth and behavior are slanted in the direction of the acquired or learned concept of self.

It is a known fact that our deprived students need to find more permanent satisfactions, more productive attitudes toward themselves and the established institutions of life. Please note that in considering the deprived, understand the exact number of children with this negative self-concept is not actually known. Some experts estimate between 20 and 35 percent. Whatever the number might be, it is clear that the schools are not meeting their needs; however, about one-half of this group still manages to achieve some success in school. Many even graduate and find some satisfaction in their future life. Many students have developed a world

of their own. As we have seen, they possess a culture of their own, with many positive characteristics which enable them to deal with the negative forces of their environment.

Attitude studies show that the "unfortunate half" actually hate teacher, hate school and fear anything academic. In addition, they hate their peers of better status, carry a chip against society and, of course, hate themselves. Ruth Jefferson[31] felt that this Black child becomes confused in regard to his feelings about himself and his group. He would like to think well of himself, but often tends to evaluate himself according to standards used by "the other group." These mixed feelings lead to self-hatred and rejection of his group, hostility toward other groups, and a generalized pattern of personality difficulties. This attitude is characteristic of a negative self-concept and present school practices offer very little to this student which would interest him or motivate him to learn.

According to research, there seemed to be four main characteristics of the deprived student's self-concept and school:

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[31]Jefferson, Ruth, Some Obstacles to Racial Integration (Journal of Negro Education, 1957), Vol. 26, p. 146.

(1) FAILURE--The deepest roots originate in the home. Very often he is expected to fail and, naturally, his low esteem produces a fear of failure. He usually acts according to these expectations. According to Kenneth Clark,[32] a minority group child who is expected to fail will almost always fail. His failure will reinforce his sense of inferiority and the related resentments and hostility. His strongest sense of failure is like to center around school experiences, for this is the testing ground in which all children attempt to find a degree of adequacy. These children discover early in their school careers that they cannot meet the expectations of teachers.

(2) ALIENATION from people. They are aware that they are a burden on everyone and sense a feeling of unwantedness. Clark[33] asserted that as these children sense their status, they react with deep feelings of inferiority and with a sense of personal humilitation. Many become confused about their own personal worth, develop conflicts with regard to their feelings about themselves and about the values of the group with which they are identified.

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[32]Clark, Kenneth, "Educational Stimulation of Educational Disadvantaged Children," Education in Depressed Areas (Teachers College, Columbia University Press, 1963), p. 157.

[33]Ibid., p. 156.

(3) REGARDS himself as a victim in many life situations, feels that other people are out to get him. He never regards himself as having a fair chance--even break. David and Pearl Ausubel[34] indicated that the deprived child perceives himself as an object of derision and disparagement and as socially rejected by the prestigeful elements of society. Because of this he develops a deeply ingrained negative self-image. This seemed to be the major criterion in their judgment of teachers; that is, whether teachers are fair or not in their dealings.

(4) HOPELESSNESS--a feeling that there is nothing in the future worth preparing for. These expressions of aimlessness, powerlessness and lack of purpose and goal are not confined to any age group but touches all levels. Research conducted by R. W. Smuts[35] showed that Black children, from experience, have learned that it is best to be prepared for the absence, rather than presence of opportunity or, at most, to prepare and strive only for those limited opportunities which have been open to them.

The frustration inherent in not understanding, not succeeding, and not being stimulated in the school, although

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[34]Ausubel, David and Pearl, "Ego Development Among Segregated Negro Children," Education in Depressed Areas (Teachers College, Columbia University Press, 1963), p.116.

[35]Smuts, S.W., "The Negro Community and The Development of Negro Potential," Journal of Negro Education, 1957, p. 456.

being regulated by it, creates a basis for the further development of negative self-images and low evaluations of competencies. The child's early failure in school seems to attenuate confidence in his ability ever to handle competently challenges in any academic area. The student loses all motivation. Several different studies have been done along this line. Allison Davis[36] thought that social class influences learning and has a monopoly on the child's concept of self. Davis felt that the most urgent problem for the public schools is to learn the motivational structure of lower-class Black children. In some cases schools try to be effective but there is not much success. The teacher becomes frustrated because the student cannot learn and the student is left nursing a bruised concept of himself.

Helen Davison and Gerald Lang[37] found that teachers were less favorable toward deprived children even when their school achievements were good. Furthermore, they observed that the underprivileged children accurately perceived the teacher's rejection of them. The teacher's negative image of the deprived child is reflected in a lowering of the child's self-perception of self image, as

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[36]Davis, Allison, Social Class Influences Upon Learning (Cambridge: Harvard Press, 1955), p. 23.

[37]Davison, Helen and Lang, Gerald, "Children's Perception of Their Teachers' Feelings Toward Them Related To Self-Perception, School Achievement and Behavior," Journal of Experimental Education, December, 1960, pp. 107-8.

well as affecting his academic achievement and classroom behavior. Kenneth Clark[38] wrote that teachers and students regard each other as adversaries. Under these conditions the teachers are reluctant to teach and the students retaliate and resist learning. Frank Reissman[39] observed education as well as the self-concept, or self-expectations are different from social classes even within the same race. Reissman stated that the average deprived person is interested in education in terms of how useful and practical it can be to him. Education provides security, however, he does not see it as an opportunity for the development of self-realization or self-expression. He has accepted the labels that have been attached to him by the more priviledged.

A close examination of research on the self-concept revealed many interesting factors. First of all, research and understanding of the self-concept is very vague and somewhat undetermined. However, in generalizing, Combs and Snygg revealed that:

> "The construct, self-concept is considerably more difficult to measure than it is to define. It is, however, defined as the symbol or generalization of self which aids in perceiving and dealing with self. The self-concept is the central core of one's personality structure.

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[38]Clark, Kenneth, Dark Ghetto (Harper and Row, 1965), p. 135.

[39]Reissman, Frank, The Culturally Deprived Child (Harper and Row, New York: 1962), p. 136.

> Change in the individual's behavior can only occur in relationship to events which are perceived as having a direct bearing on self."[40]

Other research[41] has indicated that a positive self-concept plays a vital role in the development of a fully functioning personality. A positive self-concept, it is argued, is essential to the learner's personal, social and intellectual growth and development. It is interesting to note that most research on the self-concept of disadvantaged children has shown negative implications in general. However, Soares and Soares[42] in their research revealed that not only did the disadvantaged group indicate positive self-perceptions, but also had higher self-perceptions than the advantaged group.

The self-concept does relate to the school to some extent. Concerning the self-concept as it pertains to the school situation, Arthur Jersild observed that:

> "The 'self' is a complicated subjective system which the learner brings with him to the school. There is a continuous impact between the 'self' and the flow of experiences involved in the process of learning and living at school."[43]

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[40]Combs, A. W. and Snygg, D., Individual Behavior (New York: Harper and Row, 1959), p. 127.

[41]Gordon, Edmund and Wilkerson, Dozey, Compensatory Education for the Disadvantaged (New York: Columbia College Press, 1966), p. 61

[42]Soares, Anthony and Louise Soares, "Self-Perceptions of Culturally Disadvantaged Children," American Educational Research Journal, January, 1969, Vol. 6.

[43]Jersild, Arthur, In Search of Self (New York: Teachers College, Columbia University, 1952), pp. 10-19.

In view of Jersild's statement, Cronbach stated that the child brings certain personality traits to school:

> "The child's first identification is normally with his parents (or parent substitutes) within his immediate family circle. The parents are termed the primary identifying figures and the child's initial interaction is believed to establish with them his basic style in subsequent coping behavior with adient, abient or ambient may be a result of his early emotional interaction with his primary identifying figures."[44]

In addition to the child's primary identifying figures (parent or substitue), researchers felt that adults outside the home may be identifying figures, too. Teachers with whom the child frequently intermingles, may be categorized as secondary identifying figures. Researchers[45] claimed that these figures influence the development of the child's self-concept almost as much as the primary figures. The teacher figures increase in importance as time goes by and for many children quickly exceeds that of primary ones.

Personality theorists[46] emphasized that from early childhood the individual's concpet of self is an important factor in guiding both his immediate behavior and later

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[44]Cronbach, Lee J., Educational Psychology (New York: Harcourt Brace and Co., 1954), p. 201.

[45]Ibid., p. 202.

[46]Kvaraceus, William, The Negro Self-Concept (New York: McGraw-Hill Co., 1965), p. 121.

development of his personality. The child acts consistently in terms of the kind of person he believes himself to be, stupid or bright, attractive or unattractive, capable or inadequate in meeting the challenges of life. The concept of self is thus his personality viewed from within and into it are integrated the sum total of the child's experiences.

It is interesting to note the relationship of the self-concept and school achievement, especially among disadvantaged Black students. Hirsch and Costello[47] in a study of white achievers and Black underachievers from similar socioeconomic backgrounds found that:

> "The achieving white students derived satisfaction from reaching internalized goals and were motivated toward attaining internalized goals. We considered self-concepts to have two components: structure definitions as well as positive self-evaluation. The underachievers appeared vague in self-definition and their self-evaluation tended to be negative."

Reasons for this negative self-evaluation can be found in research by Clark, Goldberg, Davis and Deutsch.[48] They evidenced that under certain conditions found in depressed areas, physical and economic deterioration, family transiency and instability--the child may develop conflicts

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[47]Hirsch, Jay and Costello, L., School Achievers and Underachievers in Urban Schools (Elementary School Journal, November 1970, Vol. 1), p. 47.

[48]Passow, A. Harry (ed.) Education in Depressed Areas (New York: Columbia University Press, 1963).

with regard to his feelings about the group with which he is identified. The end of these conflicts, doubts and conclusions frequently is self-hatred, a defeatist attitude, and a lowering of personal ambition.

In reference to segregated schools and the self-concept of disadvantaged Black students, some researchers[49] found that the school related self-concept and level of aspiration of children, white or black, attending the defacto segregated schools were significantly lower than those of children attending desegregated schools. It was also found that children having more positive self-concepts had higher academic achievement. Robert Havighurst stated that:

> "The effects of desergregation upon school-related self-concept and level of aspiration are somewhat lessened when examined in the light of the possible effects of school climate. School climate is defined as a name for a complex of factors including the expectations on the part of teachers, the examples of study habits set by the leaders among the pupils, and the attitudes toward education of the people who live in the community served by the school."[50]

It should be understood that mention of segregated schools is made simply because most schools in this country are

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[49]Katz, Irvin, Effects of Desegregation (New York University Research Center, February, 1964), p. 6.

[50]Havighurst, Robert, Integrated Education (Chicago: University Chicago Press, 1963), p. 5.

either all Black or all white. The difference between the two being that the Black school usually has more negative factors associated with it.

Noted researcher Benjamin Bloom,[51] was of the opinion that schools which have a large Black population such as Cooley, tend to have a school climate which is not conducive to the development of confidence, basic self-esteem, and learning. Thus, the differences in school-related self-concept and level of aspiration may be due, in some measure, to the disproportionate number of Black pupils and the socio-economic composition of the school.

It is interesting to note that from the brief review of research on the self-concept and low school achievement of disadvantaged Black students, there appears to be a definite relationship between the two. It can also be generalized that the negative self-concept of Black students may have its roots in the history of this country as reflected in slavery and racism today.

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[51]Bloom, Benjamin, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart and Winston, 1965), p. 30.

CHAPTER V

THE C.O.D. COUNSELING PROGRAM

This chapter describes the twenty week counseling program developed by the participant and implemented on an experimental basis at the Cooley Education and Vocational Guidance Center during the 1974-75 school year. The following lesson plans were revised several times while the program was being tested. The revisions were suggested by the teachers who were using the plans in the classrooms.

THE FIRST WEEK OF SCHOOL

(SECOND SEMESTER)

The home room affective education program is designed so that if you begin to do your regular group sessions on the first day of the second week of school (second semester) and proceed to follow the day to day instructions, you should complete the program by the end of the year. It has been designed this way to allow discussion leaders to use the first four days of school for different, but related purposes.

First Day: During the home room period today the home room teacher will involve the entire class (20 students) in a discussion of the rules and regulations concerning the school. It is suggested that you have the pupils place their desks in a large circle with you in the circle with them. However, you can carry on this discussion with the children seated in rows. Pass our the student handbook to each student. Discuss the most important rules concerning school conduct. It is important that you discuss with the pupils the reasons for having each rule, the penalties for breaking them and how to avoid getting in situations where you might break them.

The first day you probably won't get past the first rule. Don't worry, you will have four days to discuss the rules with the students.

The best way to begin the discussion is to ask one student to read the rule to the class. Then ask if any other student could restate the rule in different words. Ask the question, "Why should we have such a rule in school?," and list on the board all the different responses students give. A question that you might use to preface discussing any of the rules is: "Would we need rules if we lived alone on an island?" Another good question is "What would life be like in the school if we didn't have any rules?" When you are discussing penalties for breaking rules it is important to ask them what they think would be reasonable penalties. You should follow this process of discussion with every rule listed in the student handbook.

Second Day: Begin today's home room by asking several students to remember what you discussed yesterday. See to it that they go over each important point that was made the previous day about school rules. Continue today where you left off yesterday. You should be able to complete the discussion of each rule by the end of the period today.

Third Day: If you have completed discussing the important school rules and the penalties for breaking them

by today, you will have a discussion with your class on where to get help. Ask the following questions and encourage different responses from students about them:

1. What should you do if you get sick in class?

2. What should you do if someone is picking on you or threatening you?

3. What should you do if you just don't understand the work in one class?

4. What should you do if there is a problem at home that is interfering with your school work?

5. What should you do if your locker won't work or you forget your combination or someone breaks into your locker?

After students have discussed their ideas about these problems and you have given them your advice, ask them what other problems might come up in school about which they should know what to do. Continue your discussion until the end of the period.

Fourth Day: Use today's home room to review everything you have discussed so far this week, and to share hopes for the school year. You might ask each child to

write on a piece of paper, anonymously, what his main hope is for the coming year and his main fear. Then read them out loud to the group and discuss them.

Beginning tomorrow, children will report to the circle discussion groups to begin the affective education program.

HOW TO USE THIS PROGRAM

This program has been designed to meet the special needs of our educational and vocational guidance school students in the affective domain. Emphasis has been placed on the use of a wide variety of strategies to accomplish the goals of the program. The sessions delineated develop sequentially and circularly through the identified concerns of our students at deepening levels of sophistication. For example, a number of discussion techniques are introduced in the first 15 sessions as relatively simple tasks. Later in the program, these techniques are re-introduced after the group has developed a good deal of rapport. When the strategies are re-introduced, they are used with more sophisticated tasks of self-examination.

The use of a variety of strategies is designed to keep student and teacher enthusiasm for the sessions high. Even though techniques are used and reused throughout the program, the change of pace from one way of interacting to another will keep enthusiasm for the sessions at a high pitch.

The explanations given for each session are very explicit. We know that many experienced teachers will adapt the directions to fit their own successful style. However, new teachers and others who don't have strong feelings about using their own style are encouraged to follow the directions very closely. Many problems, typical of leading groups, have been anticipated and planned for in the instructions included with each session. Additional problems are discussed and solutions suggested elsewhere in the teacher's guide.

In summary, then, trust the sessions as they are outlined, follow the directions and concentrate on improving your group leadership skills, rather than worrying about "What to do tomorrow."

GETTING STARTED

Introduction

You are going to be using this program for the first time beginning this semester. The following pages of instruction for you are designed to ease you into the role of leadership with your own group gradually and slowly. It is important that you read and re-read these pages of instructions several times until you know exactly what the purpose of the program is, what your role is, and how to

help the group progress toward self understanding. Later on in this guide is a section that you can use to help find solutions for specific problems that come up in your discussions.

You

The most important thing to remember as you begin to lead a circle discussion is that what happens in your group, the behavior of the boys and girls in your group, is primarily a function of what you do in the circle. Sometimes it's difficult for us to believe that. Some of us begin with groups that are very highly motivated at the start, that respond very easily to our commands, and look forward to the opportunity to talk to each other. Other groups begin with much more resistance to discussion on the part of the children. In both cases, however, if the groups are to make progress and begin to develop the attitudes that we hope they will, the teacher's behavior is the fundamental criterion for that change. It is not easy for a leader to consistently behave in ways that will allow the group to progress and grow in the development of positive attitudes. As you begin working with the group, you will probably err by being too strict or too permissive. It is difficult to learn that right balance of openness, acceptance, and strictness that will result in allowing the children to have

meaningful discussions, and really learn about themselves and others.

The Purpose

You should have in mind very clearly the overall purpose of this program, the long-term objectives of your group discussions, and the specific day to day objective for your discussion. One of your constant jobs as a leader is to try to build in continuity to the discussions so that each discussion builds on the previous one toward the overall goal. Again, that is not an easy thing to do but these directions are designed to help you do it.

This program is based on one relatively simple idea. If children can be encouraged to participate in meaningful, enjoyable discussions and group activities with a trained teacher leader as their guide, and if these discussions encourage the children to talk about; themselves, getting along with each other, growing up, liking themselves, and developing positive attitudes toward school and life in general, then, eventually, these children will develop a positive self-concept and become aware of both their shortcomings and their potentials. They will learn how to get along with each other, and in the long run will achieve more and behave better in school.

Two Main Skills

With that overall purpose in mind, you the leader should understand that in every circle discussion there are two things going on in your circle at the same time. The first, and most important thing that is going on, is the process you are engaged in. This process consists of the accepting, but serious interaction, that is going on between you and the students, and between the students and each other. Regardless of what they are talking about, your attitude toward them should, as much as possible, be one of unconditional acceptance. By that I mean, you should try to develop the ability to accept unconditionally, without value judging, without looking shocked, without looking overly pleased, every contribution a member makes. What you're trying to get across to the students by your acceptance of them is that they are O.K. That, as people, you like them and accept them just as they are. If you're successful in developing this attitude of acceptance, the children will be much more likely to participate in the discussions, to talk freely about their real concerns, and not to just try and snow you and tell you what they think you want to hear.

Another part of this process is listening. Again, you model a good listener by being one. You should consistently

try to indicate that to the children by your non-verbal messages to them. For example: the way you sit, your facial expressions, your hand motions, as well as your verbal interactions. You should be listening to what they say and, also, listening for feelings; listening for the things they are saying, but that aren't in the words they are using. The program has a built-in mechanism for giving children feed-back that they have been listened to. Whenever you have a remembering session in which the children and you remember what other people have said in the circle, you teach listening. You encourage the children to become good listeners by asking them to be aware of what their classmates are saying and to reflect back to their classmates, upon your cue, what they heard them say. These two process skills of acceptance and listening are foundation stones for the entire program.

Risk Taking

You need to remember that everytime a child says something in your circle he is taking a risk. He is taking the risk that what he says will be accepted, that he won't be laughed at, that what he has to say is, in fact, an important contribution.

The growth of each student as well as the group as a whole will occur as students discover that they are able to

risk more easily and more often in the discussions. As students progress in this way, they will be willing to discuss many things that earlier, they would have been too sensitive to discuss. They will know that during this class, if no other, they can tell their opinions and feelings without being rediculed or ignored.

Subject Matter

In addition to the process I just described that is going on in the group, regardless of what you are talking about, the group is also concerned with subject matter. The subject matter for these discussions is the lives of the students. The developers of this program have attempted to produce very specific topics for discussion and other activities you can do that deal with relevant concerns for the particular developmental level that you're dealing with. We've tried to come up with key ideas for cues upon which the students can do some serious thinking. These cues or topics have been organized so that they are sequential and developmental, so that they build on each other, and so that students can discuss issues related to growing up in gradually more sophisticated ways. We have carefully outlined the subject matter so that it can be easily followed.

Starting

You are going to be meeting with a group of children for the first time. You meet with them in a classroom or a learning center. As quickly and efficiently as you can, you get them seated in a circle. This circle could be on the floor or on chairs, but it has to be a circle, not an oval or a square. The reason for the circle is that in a circle everybody has equal status, all members of the circle can see and communicate with all other members equally well. It is a closed, rather perfect communication system, and your job as leader is to develop the potential of that system. If you are going to err on the first day, make it be in the direction of being too strict. Make sure that the children are in the circle, that they are quiet so they can hear initial directions and an explanation of what you are going to do.

Introducing Them to the Group

You must use your own style for introducing the idea of the group and getting going with them, but the following suggestions have been tried many times and found to be successful for other teachers. If they feel good for you, use them. If they feel phoney or inappropriate, use your own style.

Session 1

After the children are seated and quiet, say, "The group that we are sitting together in this morning will be meeting together like this for the entire semester. Hopefully, during these discussions we can talk about interesting things and get to know each other better and just have an enjoyable, interesting discussion every other day. We will probably have to develop some rules as we go along so that we can interact with each other. I'd like to start with just a couple of very simple rules and make sure you understand them before we go on. The first rule I want you to understand is that in this group at all times anyone can say anything he wants about what we are talking about, and not get put down. By that I mean, it's not OK to make fun of another person, to tease them, to laugh at what they say if you don't agree with it or if you think it's silly. I'm going to be very strict in enforcing that rule and it is important to me that you understand that. A second thing that I think we have to have in our group is the understanding that everybody gets listened to. I'm going to be doing things in our discussion to show that we listen to each other by asking you to remember what other people say. I would like for everyone to feel that whatever you say, we will listen to it. I certainly hope that you will listen

to what I say. A third thing about our circle is that everyone who wants a turn can have one. If time is a problem and five or ten people want to talk about the same thing, we may not be able to get to everyone that day; but I will try very hard to see to it that everybody that wants a turn gets one."

Following that kind of an introductory statement about the purpose of the circle, you might want to allow five or ten minutes of interaction on the part of the students as a response to what you said. After enough appropriate comments have been made by the students say the following: "Some of you right now may really like the idea of these discussions just based on what I've said, and some of you may at this point think that the whole idea is pretty dumb. What I would really like you to do is give it a chance. I'd like you to give it a couple weeks and to really see what you can get out of it, try to participate with it and just watch what happens. At the end of a couple weeks we'll talk about our discussion and talk about what we like about it, what we don't like, and how we can make it better. It would be very important to me if each of you would make a promise to yourselves that you will give this idea a couple weeks before you make a decision on whether you like it or not. Okay? Okay."

If time permits this first session, follow your introduction with a very easy to talk about introductory topic like--Something neat that happened to me over the week end--or--Something that makes me feel good. You might wish to end this circle the first day with a sentence whip or sentence stub. That technique is described elsewhere in the guide, but you might take a stub like, "On Saturday mornings I like to-- or If I was President I'd-- or My favorite color is-- or My favorite song is-- or My favorite TV show is-- or The dumbest commercial on TV is--." The reason for ending the session this way is to have the students going away laughing or just having a funny kind of feeling that what they did was enjoyable today. They'll remember the directions and they'll remember your overall tone was serious, but to the extent the children can identify the circle as a fund kind of place to be, you will more quickly get them into the process.

Evaluate

After the session is over, take a few minutes to think about what happened. See if you can evaluate how you looked to the students; did you come on too strong, were you too strict, did you confuse them by trying to say too much? Especially evaluate yourself if you did get into

the group process itself by doing a topic. Did you accept what was said without judging it? Did you reflect what you heard by giving it right back to the student after he said it or by having someone else give it back to him? Just evaluate those two things.

The Second Session

You are now ready to meet with that same group a second time. At this point it is very important that ycu learn their names. If you don't know their first names by now, make that your goal at the beginning of the second circle discussion. There are many ways to do it. One way that works for many people is to start out the circle by saying, "Today I would like to try to learn your names before I do anything else, so what I am going to do is go around the circle, and say your names and try to connect them to each other and see if I can go all the way around and remember them." Then start with the person on your left. Say, "What's your name? My name is Andre. Okay, Andre. Next, Louise. Okay, Louise, Andre. Next, Constance. Constance, Louise, Andre." Go all around the circle until you know all the names. Believe it or not, just the act of having their name said over and over again in the circle has a tremendous impact on the self-esteem of children. You will find them very

happy and animated by the time you finish trying to learn their names, and just ready to go. The next important thing to do before you begin doing anything new is to remember what happened the last time you met. Even though this is only the second session you already have a history with this group. You've spent twenty-five minutes with them and they have not forgotten it. So begin this part of the circle by saying, "Who can remember what were some of the things that were said the last time we met?" Make sure they raise their hands, call on them one at a time and allow them to remember one or two things that were said. Something that you said or something another child said is what you're after. It's not necessary at this point to have them remember everything as long as three or four different children remember something and all of them kind of get back into the mood by remembering what it was like.

Then say, "How many of you have ever wished for something to happen or just wished you had a certain thing or could go a certain place." (Some hands should go up as students think about your questions.) "Today I am going to give you a chance to tell us something you would like to wish for." If no hands go up right away, share a wish you have. Expect someone to say, "I wish I had a million wishes." If someone does, laugh with him and then tell the

group that that kind of wish is no fair. Watch the clock closely. Allow students to share wishes until three minutes are left in the period. Then have children remember what people said. Finish by going around the circle with this sentence stub, I wish--.

One thing to remember at this point and to keep in mind throughout the year is that you should not usually begin a circle discussion by saying, "Today's topic is--Something I did that made someone feel good--." That is very cold and rigid and it is easy for children to get uptight and tense when you introduce a topic that way. Probably the most common problem people have leading circles with middle school children is getting them to talk and that is probably the main reason children find it difficult to talk. There are many ways to introduce a topic gently. I will just describe a couple here, and elsewhere in this book other ways are described. Let's say the topic was--If I had three wishes--, and you might begin by saying, "How many of you have ever wished for something so much that you just thought about it all day long?" Ask for a raise of hands. Or you can say, "How many of you have ever wished for something and had your wish come true?" Then ask maybe a third question, very generally, and have them raise their hands in response.

Following that say, "Well, I was thinking today we might think about wishes and each of you could think of about three things you would like to wish for. As long as one of the wishes is not, "If I had a million wishes." Then if you'd like to tell us about something you'd like to wish for, you can." Another way to introduce a topic, other than asking them questions, is to just look puzzled about something and say, "You know I was thinking (let's say the topic is--Something I do that bugs my parents--,) that a lot of times I do little things at home or even at school and I can tell it bothers other people. Like I do this thing where I tap a pencil all the time, yes, just tap the pencil, tap the pencil, and I can tell that some of the people that are around really get bothered by it. I was thinking that would be a good thing to talk about. I was wondering how many of you can think of something you do that, let's say, bugs your parents. Something that you do, and it's not any big thing, that really bugs them. Who'd like to go, who'd like to talk about that?"

Another way to begin that is very effective is to begin with the whip. You do it by whipping some sentence stub around the circle and then taking the topic of the sentence whip and making it the discussion topic. For example: If you were to go around the circle and do a very

quick whip, you would say, "Let's go all the way around the circle and I'll start. I would like you to finish this sentence. The worst kind of punishment I could ever give my child would be--." Typical responses might be: "to not go out," "to whip him," "to make him go to school on Saturday." Let all the kids go around and respond to the stub. After everyone has said it, and they stop, you say, "Let's think about that in a more general way. Think about the worst punishment you ever received and what it was like." Again, you're into the discussion, they've already talked about it, they've begun to think about it and you haven't had to say, "Today's topic is--," and get them all uptight and nervous. Once you're into the circle discussion about today's discussion topic simplify your interaction with them. By that I mean, make sure you take a turn. Whatever the topic is, you share something real and personal with them about your life. Before and after you've done that be very aware of how you listen. Make sure that you listen to every person that shares. Make sure you reflect what they've said or the essence of what they've said before you go onto another person. Also, make sure that before the circle is over you ask the children to remember what others have said. See to it that all children that participated that day are remembered. At this point

in the circle don't get anxious about whether everybody has participated. If you have half the circle participating or even slightly less than that, fine. The program builds slowly, and within a couple of weeks you'll have everybody or almost everybody participating on a regular basis.

Evaluate Again

Now that your second group session is finished, evaluate it again. Continue to evaluate yourself on the two most important points. Were you able to accept what was said as contributions by the members with the minimum of valuing either positive or negative, and did you model effective listening behavior throughout the circle? Those are the two most important circle leader skills as the discussion progresses. Also evaluate some very physical things. Were they in a circle? How long did it take you to get them in a circle at the beginning of the meeting? Could you speed that up so that you could do it in less time? Were you too strict? Were you too permissive? Did you allow too much cross talking? Were there statements made by children that were ridiculing others that you allowed to go unchecked?

It will take time before you eventually eliminate all of the negative things in the group and build the positive skills. You should be evaluating each discussion at least

for a few minutes to keep aware of where you're going with the process.

The Third Session

You're now ready to begin your third session with the children. What you're doing by the third session is really establishing a pattern of interactions that the kids will expect from now on and will look forward to. That pattern ought to have a beginning during which you remember a few of the things that were talked about the previous day to connect what you're doing today with what you did. It involves an introduction into today's area of concern which may be some questions the students have, sentence stub, the very informal story on your part or however you decide to introduce it. It will then involve the body of the group discussion which is the contributing of the members and the listening of the other members and the teacher to what is being said. Followed by the ending of the circle which usually involves, once again, remembering what was said that day and often some kind of summarizing statement on the part of the teacher about what was said. By this I mean, if you have just had a discussion with them on fear about "Something I used to be afraid of but am not any longer," and it was apparent that many, many of the children used to be afraid of the dark and are not

anymore, you might say, "It sounds to me today like many of the people used to be afraid of the dark but aren't anymore. That's probably part of growing up that we become less afraid of things that we ought not to be afraid of, and more afraid of things that could really hurt us. For example: As little kids none of you are afraid of cars, today many of you are afraid of getting killed in a car accident. You ought to be afraid of that because it is a very real possibility. Hopefully, being afraid of it will encourage all of us to wear seat belts. They make that less likely to happen."

Another word of advice for you, especially if you're a new circle leader; trust the cues and the strategies that are outlined for you in the teachers guide. Eventually you will be developing your own style, you will have your favorite strategies that work for you, you will eliminate certain strategies that just won't fit when you're doing a circle, you will come up with new ways for interacting with kids, come up with your own topics that you think really fit with the program. That is as it should be. But for the first four, five, or six months that you're doing this program really try to follow the subject matter cues that are laid out for you in the teachers guide. If you can concentrate on developing your process skills, your

techniques as a circle leader, and not worry about what to talk about in the circle you will be able to improve those skills more quickly.

Spend five minutes remembering what they did during the first two sessions. Focus on having the contributions of specific members restated. You are teaching them here that we will not forget what you say. Introduce the topic for today by saying, "Think about something someone does that bugs you." "Maybe it's a little thing someone does like turn the TV channel knob, or take your hat or a face someone makes, whatever it is. I'll share mine first." Then share something someone does that bugs you. Spend 10-15 minutes eliciting stories concerning all the different things that bug the group members. Concentrate on accepting their statement without judging them and reflecting back the essence of what they say. Listen for the feelings expressed by each person and respond to those if possible.

When five minutes are left, recap all responses. Make sure everyone has been remembered. Tell those that didn't get a chance to talk that you will be sure to get to them next time. Thank all the group members for their participation.

Typical Problems

As you continue to do the circle you will find two very typical problems developing that you will be constantly engaged in dealing with. One of these is dealing with the withdrawn child, the child who won't participate, the child who on one particular day or several days in a row doesn't seem to be part of the group. The second is dealing with the disruptive child, the child who has a tendency to put down other children, who does want to get all of the attention, who wants to be in the limelight all the time. In this introduction I will describe very briefly what to do with those problems, later on in this guide there are some more instructions for dealing with the specific problem of disruptive children and withdrawn children.

First the withdrawn child. Again there are probably as many ways to draw in withdrawn children as there are circle leaders. The first way to involve him is non-verbally. Indicate to that child that you know he's there by where you sit. For example, sit next to that child. Touch him occasionally, look at him and smile. Following someone's contribution to the group you might look at the shy child and nod, saying, "We both heard that." These signs of non-verbal support can very subtly give the message that it's

okay, if you feel like talking I'll protect you. That by itself can do the job. Another way to involve that person is to call on him to remember what others have said. Sometimes children don't participate because they fear the sound of their own voice and they don't know how it will sound. If you give them something to say, some task they can handle, they know if they remember or not and if they remember what someone said they can say that again and know that it is right. You can get them involved by doing that and following their remembering of another person, praise them for it. You might say something like, "Boy, you really remembered, you remembered what Andre said. Thank you." That kind of interaction can get them into it. Another technique that works if the topic is appropriate for it (like three wishes or the time I had a good feeling), is to have someone guess what their response would be. If you know there is someone in the circle who is a close friend of that person or knows them well, you might say to the one who is reluctant to participate, "May I have someone guess what would make you feel good or what you would wish for or what you like about school or what bugs your mother.: If the person says, "Yes," then ask if someone else would like to guess what the answer would be. The only concern you have here is that the person who does the

guessing is seriously trying to guess and not trying to say something funny to get attention. Following the guess you can ask the question if it's right and if he says, "Yes," you can ask him to tell you more about it or you can just say, "Okay, very good." Any of these techniques can be effective for involving the reluctant participant.

The disruptive child in class as well as in the circle gets much more attention than the other children. Often, that is just what the child wants and by giving that child attention in the way that he wants it you can really reinforce the behavior and encourage the child to continue behaving in that manner. The point of the circle is to try to encourage that child to behave in a different manner rather than the manner with which he disrupted the circle. Again, there are many ways to handle that kind of child. The simplest and most specific way is to ignore negative behavior and reward positive behavior. To the extent that it is possible, ignore negative asides and comments of the disrupter. Really reward that person when he does anything that is supportive, helpful and contributing to the circle. Eventually through this technique the child will make the decision "I'm not getting attention when I do these things but I am getting attention and plenty of it when I do the right thing." He will then be more likely to behave in

that manner. Sometimes that doesn't work and sometimes you can't ignore his negative behavior. Then there are other things to do. When someone is contributing to the circle in a positive way and there is a negative disrupter talking or doing something it is very apparent to the group at the same time. A good way to handle it is to deal non-verbally with the needs of the disrupter while you continue to keep the focus of the circle on the child who is sharing. It's important to remember that everything a child does in the circle springs out of his feelings about himself. It is very possible the child who is disrupting the circle is trying to say in his own way, "I don't think you really accept me or I don't think I'll get a turn or I don't think I'll get attention in this group even though you said I would, and I need more proof." What you need to do is give him that proof without rewarding his negative behavior. Non-verbally what you might do is look at the child, open your hand, touch him, touching him saying, "Hey, calm down, I see you, I'll get to you. Stay with us for a while and everything will be okay," without really saying it out loud. You could ask the child who is being disruptive to move where he is sitting and sit next to you. You might move your seat next to that child. Then you can make closer physical contact with him. If you

have to stop the on-going nature of the circle to deal with this disruptive influence it is important that you say something like, "Hey, I really want to hear what you're saying but something is happening right now that I have to deal with. Just hold on for a minute we'll be right back to you." Don't do that all the time but if you have to do it make sure that following that behavior of stopping the circle, you really deal in a confronting way consistently with the negative behavior. If you stop the circle to deal with negative behavior you might say to the whole group, "What happened right now?" Then let the people in the group raise their hands and say what happened. That would again be naming the behavior that was destructive. "William laughed. William shouted out. William hit Tommy." Whatever it is. "Louise hit William." Try to avoid preaching, try to avoid giving little lectures to people. If William is the problem and the group has just named his behavior, you might look at him and say, "Yes William, did you hear that?" As he responds say, "Okay, can we go on now?" Get him to say, "Yeah, okay, you can go on." Especially if that approach is coupled with the physical approach where you sit close to him, you can do a good job eliminating that behavior. You might want to ask the person who is causing the disturbance to stay after class

so you can talk to him. Make clear the point that it is not punishment but that you would like to talk to him about what happened in the circle. Then do talk to him. Again when you talk to him, try to get him to talk on a private basis about where his behavior is coming from, what's happening to make him behave in that manner. See if you can work out a contract to get him to change his behavior.

Your ultimate weapon when dealing with disruptive behavior as a circle leader is to ask the child to leave the circle for that day. Again, it is much more important how you ask them to leave them whether you do it or not. It's quite possible to ask a child to leave a circle and have him like it. Have him go away really feeling good about himself. It is also possible to ruin any chance for developing rapport by asking a child to leave. The way to do it is, let it be clear to the child that you like him and you really like it when he participates in the circle and does the right thing, but you can't handle it when he does certain things. It's just not possible for you to continue as a leader when he behaves in a disruptive way. You're going to ask him to leave because you have tried other things and they haven't worked, you ask him to leave the circle for today and go somewhere. You should have a

specific place established where he can go, to the office, to another part of the room, to another room, wherever, but it should be someplace very clear to him. You say, "I'd like you to go there and as soon as you think you can behave in the circle, within the rules of the circle, then you can come back. You can come back tomorrow. If you come back then I will assume that you know what that means." What you really are saying to the child in every one of the interactions is, "You're okay and you're being in the circle is okay and your contributing is okay, but sometimes you do things that aren't okay. If you eliminate those things then you can participate in the circle." Another very simple technique for dealing with disruptive behavior is to name it yourself instead of threatening. "If you don't stop that I'll--," don't say that. "You always--," don't say that. But say (I'm going to pick on William again) "William, you're laughing at me." "William, you're punching Carl." "William, you're shouting." Just the act of naming the behavior without judging it can have a very therapeutic effect. Believe it, use it in the classroom. Just name the behavior, you don't have to threaten or preach. Just let the child know, "I see you, I see what you're doing." Then reward the child when he does acceptable things.

Questioning Techniques in the Circle

The kinds of questions the teacher asks can get a child to go into an experience and think about it more seriously or get a whole group to examine something in a deeper way. Questioning can have a very helpful or negative effect on the group. The main axiom is: Avoid all questions that might make children feel defensive or feel that they have to justify what they did. In almost all situations, questions that ask why do that. There are some times when you can ask a why question and it doesn't make a child feel defensive, but generally it does. Usually try to avoid questions that begin with why. Especially if a child is talking about a feeling and you ask a question like: "Why do you have that feeling?" People don't always know why they have certain feelings, they just have them. The point of the circle is to get the kids to know that it's okay to having feelings, both good and bad feelings.

Open ended questions encourage the child to go into the experience more. Some of the stock ones are, "Would you like to tell us more about that? What was it like for you when such and such was happening? How did you feel when that happened? Is there more you'd like to say? What other feelings did you have? You can't ask specific questons, what and where and how questions, unless you're doing a

public interview. Then you want to ask those kinds of questions. Try not to give the child to whom you are talking and to whom you are asking the question, the feeling that he is being grilled. Another good questioning technique, which is really a part of the listening technique as well, is to just respond to the cild's statement by saying something like, "You really sounded excited when you told that!" or "You seem to have really felt strongly about that," or "It sounds to me like you have never really gotten over that bad thing." Again, just be reflecting back you're opening the door to the child and saying to him, "If you want to talk more about it we are going to listen to you.: These are all questioning techniques that can be helpful.

Clarifying questions that ask the child to clarify in his own mind what the experience was, or what the feeling was are important. Examples of clarifying questions are:

1. What did you do when that happened?
2. What led up to that experience?
3. Is there any other reason he might have said, done that?
4. Do you think many people feel that way?

5. How do you know that is a good feeling?

6. Have you felt that way for a long time?

7. If you were older, younger, a boy, a girl, etc., would that have happened?

8. Was it your decision to do that?

9. What would have been the situation if such and such had happened?

10. When you said such and such it sounded to me like--.

11. What must you assume, believe or accept in order to do that?

12. Do any of you have any questions you'd like to ask "William?"

Getting More Help

In another section of this guide there is a list of common circle problems with accompanying explanations and ideas for solving the problem. If you are having a specific problem refer to that section for help.

Session 4

Purpose: To continue to build a positive group feeling. To encourage a sense of sharing among group members.

Process: Begin the session by passing out to each student his activity book. Tell them that today's activity will involve making the book their own. Have them open the book to page 1 -- "THIS IS ME" -- say, "I'd like you to take 5 or 10 minutes and fill this page out as much as you can." After all group members have filled it out, tell them to form dyads (groups of two), to discuss their forms. Allow each group of two to spend 5-10 minutes sharing. Bring the whole group back together for the last few minutes. Have each student tell one new thing he has learned about his partner from this activity.

THIS IS ME

Name_____ Address_____

Height_____ Color Hair and Eyes_____

Do you have any brothers or sisters?

Yes or No_____

How many?_____

How old are they?_____

Favorite color_____

What are your favorite books?

_____

_____

_____

What is your favorite TV show?

_____

Do you have a pet? If so, what is it? If not, what kind would you like?

_____

_____

What is your favorite thing to eat?

_____

What was your favorite movie?

_____

What games do you like to play?

_____

_____

_____

If you could go anywhere in the world, where would you go?

_____

What is your favorite song?

_____

Where have you gone on a trip that you liked?

_____

Do you have any hoppies?

_____

_____

What are two things you believe in?

_____

_____

CIRCLE EVALUATION SESSION NO. 1

Purpose: To get the students to accept the idea that it is worthwhile to study one's own life. To review what we have accomplished so far in our group.

Process: Begin today's session by having them whip the following sentence stub around the circle: "I always used to be-- but not I am--." After they have shared different ideas about that, ask each one to share one thing he likes about himself now that is different from when he was little, and one thing he liked better about being younger.

Ask the following questions and discuss them after the sharing:

1. What is one thing you have told about yourself in circle this year that you have never told before, or that no one had ever asked you before?

2. What is one thing you have learned about someone else in circle that you didn't know before?

SOCIAL PROBLEM SOLVING MEETING NO. 1

The semester has been in session for three weeks now and certainly some of the students have gotten into scrapes or difficulties with other students or teachers. Begin today's session by asking the group if they remember the discussions you had at the beginning of school. Allow several to offer statements indicating what they remember. Then say, "Well, how has it gone for you since then? What is the best experience you've had and the worst since school began?" Allow several students to share their best and worst experiences, but be sensitive to any common problem that seems to be coming up often. If no big problem comes up, just allow any who wish to, to share their high and low. End the circle by reiterating the important school rules and what the penalties are for breaking them.

If a big problem does come up or if the same problem comes up several times, say something like, "It seems to me that we have a problem. What do you think the problem is?" Encourage several definitions of what the problem is. Ask the group, "What can you do to stop the problem?"

List several possible solutions to the problem.

Before the class ends, get them to sign a piece of paper that specifies the behavior they will avoid or practice. End the session by telling them they can do it. They are capable of being successful in school.

LEARNING NEW CIRCLE STRATEGIES

Session 1

Purpose: To get to know each other better. To increase positive group feeling.

Process: At the last session you summarized what has happened till now. Today you are going to broaden their concept of what the circle is about by introducing a new strategy, The Interview Strategy. Begin the session by saying, "Today I want to get to know a couple of you better. Who would like to volunteer to be interviewed?" Pick one person and explain the rules for being interviewed. The rules for being interviewed are as follows:

1. If you choose to answer the question you must answer honestly.

2. If you don't wish to answer the question just say, "Pass."

3. At the end of the interview you have the right to ask me any of the questions that I asked you.

Pick one student to be interviewed and do a public interview with the student. At the end of the interview the students will by antsy. Deal with that by doing a shotgun interview with the whole group. If you recall a shotgun interview is when you ask the same questions to 5 or 6 students around the group picked at random. After the shotgun interview do one more public interview until the end of the circle.

Session 2

Purpose: To get to know each other better. To increase positive group feeling.

Process: Begin the session by doing another shotgun interview with one of the questions from the list of interview questions. After you have done the shotgun interview explain to the students that now we are going to use a new strategy called the chain interview. In the chain interview you begin by asking a particular student a question. He answers it if he wants to. If he does answer it he gets to ask the next question of someone else. If he does not answer your question then ask another person until someone does. Continue the chain interview for the entire time period. You might spend the last four minutes remembering people's answers.

Session 3

Purpose: To get to know each other better. To increase positive group feeling.

Process: Today the students will have an opportunity to interview each other in private. Begin by saying, "I am going to give you five minutes to think up a list of questions that you would like to ask someone in this group." Give them some examples of the kinds of questions they might want to use in their list. Then allow them five minutes to make up the list with at least five questions. After they have their questions, tell everyone to pick a partner. You may want to assign partners depending on the kind of group you have. Give them ten minutes to interview each other. You should pick a partner if there is an odd number of students in the group.

When there are about eight minutes left in the circle, call them back together and have each person introduce his partner to the group. When they are introducing their partners they should mention two or three things that they learned about their partners that they didn't know before.

Session 4

Purpose: To introduce the voting strategy as a regular event. To encourage students to think about their beliefs.

Process: The objective of using voting questions is to get the students to respond to questions they might not talk about out loud in a safe way. Voting allows students to see that many of their classmates feel as they do, it allows shy children to get attention, it forces them to think about relevant topics before actually discussing them, and it gives every student the opportunity to make choices about how much he will participate.

How to do it

The leader asks a question that usually begins with "How many of you have ever--" or "How many of you like--" or "How many of you think--." In other words each question begins with the statement, "How many of you--," followed by a verb clause and an object clause.

The children are informed before the first voting session about how they can vote. The fules for voting are:

1. To vote yes you raise your hand.
2. To vote no you turn your thumbs down.

3. To vote (no comment) you fold your arms.

4. To vote emphatically yes you raise your hand and wave it wildly.

5. To vote emphatically no put your thumbs down and shake them vigorously.

6. To vote emphatically (no comment) sit on your hands.

After the children know the voting rules, ask the first voting question. Remember that no talking about how people vote is allowed during the voting session. It is a good idea to wait at least five seconds after the hands go up before you go on to the next question. During this time encourage the students to look at how the others voted.

Voting Questions

Voting can be a 20 minute class activity of its own or be used to warm up a group to prepare them for a discussion. If you are going to use it as an activity of its own, you should prepare a list of 10 to 15 voting questions from the extensive list contained below or from your own head. Mix up your questions so that some are funny or superficial and some are serious and riskier. After the voting session is done, carry on a class discussion about how they voted.

Some good questions for discussion are: "Would you have voted differently if your parents were watching, or if a certain friend wasn't here?" "Were you embarrassed by any of the questions?" "Did you learn anything about yourself or anyone in this class?" "What questions would you like to vote on?"

During the discussion limit your interaction to calling on people, reflecting what they say back to them and asking related questions.

Another way to use the voting strategy is as a warm-up lead into a discussion. Start by making up three or four voting questions that are related to the issue you want to discuss with the class. For example: You intend to discuss "Something nice you did for another person." Begin by saying, "How many of you are Boy or Girl Scouts?" "How many of you have done something to help out a friend lately?" and so on.

After they have voted, say, "Today I would like to have you think about one special time when you did something nice for someone." Then you go into your regular discussion format.

Use these for Session 4. All these questions should begin with "How many of you--."

Think teenagers should be allowed to choose their own clothes?

Will be stricter with your children than your parents are with you?

Watch TV more than three hours a day.

Think the most qualified person usually wins in school elections?

Think cheating is sometimes O.K.?

Have ever cheated?

Would never cheat?

Would tell someone they had bad breath?

Would want to be told if you had bad breath?

Think junior high students should go steady?

Think it is okay for men to use peroxide on their hair?

Think children should have to work for their allowance?

Have ever felt lonely even in a crowd of people?

Have a close friend of another race?

Session 5

Purpose: To introduce the voting strategy as a regular event. To encourage students to think about their beliefs.

Process: You are going to continue the voting strategy today. Bring in a list of 10 to 15 questions that you didn't use yesterday. After they are warmed up ask if there is anybody in the group who has a question they would like use to vote on. Allow different students to lead the voting.

If the session bogs down, have them vote on some silly questions using their whole bodies. Example: "How many of you are in favor of ice cream? You vote yes by jumping up and down, you vote no by sitting down."

During the last ten minutes of the session, discuss how they voted. Use the following questions to discuss their voting: "If we voted again on any of the things would you vote differently?" "Would you have voted differently had your parents been here?" "Were you surprised by how someone else voted?" "What questions would you like to vote on in the future?"

Session 6

Purpose: To introduce the ranking strategy as a regular event. To encourage students to think about themselves.

Process: The central idea behind rankings is that it forces students to think about what they believe and make a priority list from best to worst, top to bottom, of important concerns. To do a ranking, you suggest three situations, or behavior patterns, or ideas about anything and ask students to rank them in some way, that is, put them in order.

A ranking session might sound like this, "OK, class, I am going to put the names of three jobs on the blackboard." The jobs are:

1. A person who solders radio wires all day on an assembly line.
2. A person who washes cars at a car-wash.
3. A toll booth collector.

"Decide which job would be the worst of these and which would be the best and rank them accordingly." You might give them an index card or a piece of scratch paper to rank their choices. Tell them to use key words to represent each choice. For example, the ranking of the above might be:

1. Car wash.
2. Toll booth.
3. Assembly Line

After each student has ranked the choices on paper or after they have thought about it for 30 seconds, ask for participants who would tell how they ranked the three choices. After a student has told his ranking, ask him one or more of the following questions.

1. "Why did you choose assembly line worker as the worst job?" (Substitute whatever the actual choice was.)

2. "Why did you put car wash attendant as the best job?"

3. "Were any two of your choices closer together than a third?" (Example: Maybe you really hated the assembly line job, but both the car wash job and the toll booth job were OK.)

Reflect back whatever the student says in response to your question. Example: "So you picked car wash attendant because you like to clean things, O.K., thank you." Try and get at least one person who has every possible choice to tell it. If students have different reasons for choosing the same thing, elicit the different reasons. Limit your interaction to accepting statements and reflecting responses. When you have exhausted the responses, ask, "Who can make some general kind of statement about what happened?" Follow this by accepting general statements. It is important to remember that criticizing someone else's ranking is not allowed. The students are to accept each person's contributions as his own opinion.

Session 7

Purpose: To introduce the ranking strategy as a regular event. To encourage students to think about themselves.

Process: Do exactly the same process only use these examples for rankings:

"Which would be the worst punishment?"

a. Getting whipped

b. Getting grounded

c. Getting hollered at

If you would like a different ranking pick from these:

"Which would you most like to have?"

one best friend
many friends
two or three good friends

"Which would be easiest for you to do with your older brother or sister?"

borrow money from him/her
go out with him/her
talk to him/her about a problem

"What would you do if you saw your best friend steal some candy from a store?"

report him
pretend you didn't see
ask him to share it with you

CIRCLE EVALUATION SESSION NO. 2

Purpose: To remember the sessions we have had so far. To examine student and teacher expectations for the group.

Process: Begin the session by asking for several volunteers to remember what we have done during the sessions we have had. Following the general reviewing, ask each member to remember something another person said during the sessions. Encourage people to comment on why they remembered a particular thing. Maybe it was because the same thing happened to them or because it was particularly funny and so on.

When at least one thing has been remembered about each person, use the last ten minutes to get statements from the group about the circle. "What do you like best and least about the circle?" "What would you like to do more of?" "Why do you think we have circles?" Encourage any kind of evaluative comments. Finish the circle by having each person do a Here and Now face about the circle. To do a Here and Now face, they draw a round face on a piece of paper and put in it a smile, frown or a neutral mouth.

They can spruce it up if they wish. Each member should also write one sentence about his face explaining why he felt that way about a circle at this time. These should be anonymous. Collect the faces and evaluate yourself based on the response.

LEARNING NEW STRATEGIES (CONTINUED)

Session 8

Purpose: To introduce the continuum strategy as a regular event. To encourage students to publicly affirm their self-opinions in a low risk situation.

Process: Begin the session by saying, "Today we are going to use a different method than we have used before for examining how we feel about things. We will be using this approach again in later sessions."

Put a long line about four feet on the blackboard. (You can also have each person draw his own line on scratch paper.) At the end points of your line write the names "Blurry-eyed Homer"and "No-Knob Sylvia." Blurry Homer watches TV all day and all night, Sylvia breaks other people's TV's. She never watches.

After the students understand the extremes ask for volunteers to put their names up on the board between the two extremes. Either have the child do it himself or have you do it with the child telling you where to put his name.

As soon as two people have put themselves up, point out to the others that now they can decide where they go by comparing themselves to real people, not just made up extremes. After a few more have gone up, ask if anyone who is up would like to change. If everyone is willing to go up, fine, but don't push it. As part of the discussion ask someone to describe the kind of person who would be in the middle and at each one-fourth mark.

If time remains, draw a second line and ask if anyone would like to be in a different place than they are. Put up the names of those people who wish their TV viewing habits were different.

Session 9

Purpose: To introduce the continuum strategy as a regular event. To encourage students to publicly affirm their self-opinions in a low risk situation.

Process: Begin today's session by remembering what you did the previous time. Encourage students to remember all other students and themselves on the continuum. After you have remembered, draw another continuum on the board. Pick out two new end points from your continuum list that you think will interest the kids. Go through the continuum process just as you did at the last session.

SOCIAL PROBLEM SOLVING MEETING NO. 2

Behaving in Open Classrooms

One of the biggest social problems in any school that is individualizing is the problem of learning how to behave in an environment where you have more freedom of movement than you are used to.

Begin this session by asking how many students have one or more classes that are individualized, where they spend a lot of time working in small groups or alone without direct adult supervision. Ask the following questions and discuss each out: "How are individualized classrooms different than regular ones?" "What can you do there that you can't in a regular one?" "What is better and what is worse about an individualized classroom?" "What are the biggest problems for you in that type of class?" "What would you do if you were the teacher in that type of class?" "What kinds of rules should there be in an open classroom?"

Be aware of any specific problem that comes up often during the discussion. This may be a chance for you to solve a problem that is bothering many teachers and students.

After you have gotten all you can out of the continuum, draw another line beneath it and call it the "Where I wish I were continuum." Encourage students to put their names on this one if the place is different than where they were on the first continuum. Try to get a discussion going about ways to make yourself better than you are. You may be able to do two different continuums during the 25 minutes.

Additional Process: After students have placed themselves on the continuum, draw a second line beneath it and call this line the "Where my parents think I am" line. Encourage them to compare their own self-evaluations against their parents' opinions of them. Another way to get students to compare different perceptions is to draw a line that is called "Other kids opinion of me." The idea here is the same as above. To increase their sensitivity to the fact that you don't always see yourself as others see you.

You might try and get a discussion going about whose perception is most consistent with my behavior, mine or my mother's, etc.

Session 10

Purpose: To introduce fantasy as something fun to think and talk about. To experience going on a fantasy experience.

Process: Begin by saying, "We have been doing many different kinds of things in the group, mainly to look at all the different ways there are for studying ourselves. Today we are going to use another technique that we will be using now and then." At this point tell them to close their eyes and lead them on the following fantasy trip.

My Favorite Place Fantasy Trip: Begin the session by encouraging everyone to get as relaxed as possible. Say, "Find a place to relax, lie on you back, put your head down, whatever, but really let yourself relax. Allow the floor or desk to support you . . . feel the pressure of your head . . . your legs . . . pretend you're a rag doll that is all floppy and loose . . . really let your body relax . . . concentrate on your breathing . . . feel your chest expand, letting air come in . . . just let it happen . . . feel the rhythm of your breathing as it builds. Pretend I'm hypnotizing you and you are going into a trance . . . OK. Keep your eyes closed . . . I want you to imagine a place where you feel very happy, at peace, you feel really good about yourself. Try and be there in your mind . . . see who is there with you . . . be aware of what you are . . . what you hear . . . what you can smell . . . touch . . . taste. Stay with the place you're in."

Anytime you want you can open your eyes and come back to the group. Following the fantasy trip encourage group members to share their favorite places. Finish the session sharing places. If three or four minutes remain at the end of the session have people remember what others said, or if the Fantasy Trips goes quickly, lead them on another trip to a different place of your choosing.

Session 11

Purpose: To introduce fantasy as something fun to think and talk about. To examine what I would wish for.

Process: Today you are going to look at fantasy in another way. You are going to do the three wishes topic today. Say, "Today I want you to think about what you would wish for if you had three wishes. There is one problem, you can't wish for a million wishes. Just think about what your wish would be and if you would like to tell us."

Spend the rest of the session eliciting different kinds of wishes. Let them know that some of their wishes are real and some are fantasy, and that is okay. Make sure you spend at least five minutes at the end remembering.

As students share wishes, encourage them to describe how they would feel if a certain wish came true. Get

several students to suggest feeling words for one student's wish. The person wishing can decide if their words are appropriate or not. Also, encourage the comparing of different wishes among participants noting similarities and differences.

Session 12

Purpose: To examine what I would wish for. Continue with wishing.

Process: Today you are going to continue the three wishes game. Begin by asking them to remember the neatest wishes from the previous session. Then ask them if they have any special wishes that they thought about since the last time that they would like to tell us.

After you have accepted a few of those, tell them to imagine what someone else in the circle might wish for. Make sure it is something that they haven't actually said in the group. Spend the next ten minutes of the session having people wish for other people. Make sure that following each wish you check it out with the person wished for. If someone is wished for and they say they don't like that wish encourage others to wish for them until one is found that they do like.

Spend the last five minutes categorizing different wishes into categories such as: fantasy, realistic, far out, etc.

Session 13

Purpose: To discuss different ideas about the supernatural.

Process: Begin by remembering the wishes. Then ask the following questions:

"How many of you --

a. Believe in ghosts?

b. Think there are people who can change into bats and animals?

c. Have ever had a seance?

d. Know who Mary Worth is?" (She's a person who supposedly will appear in a mirror in the dark if you say her name over and over into the mirror.)

Then introduce the topic, "Something I know about the supernatural." Spend the entire session eliciting responses about the supernatural. Some children may talk about personal E.S.P. experiences, some may talk about scary

movies. But whatever is said accept it non-judgmentally. Make sure you spend the last five minutes remembering what people said.

Session 14

Purpose: To compare young children's concepts of the supernatural with ours.

Process: Begin today's session by remembering from the previous session and then ask them if they can think of "Something their little brothers and sisters believe and they don't." After several people have shared, change the focus by asking the group members to remember "Something they used to believe was real but now they don't." Spend the entire session encouraging responses along that line.

Before you end the session, try to get some students to generalize about the kinds of things little kids believe and what happens as they grow up.

Session 15

Purpose: To become aware of the difference between what is real and what is not real.

SOCIAL PROBLEM SOLVING MEETING NO. 3

The semester is six weeks old. This meeting will be similar to the meeting you conducted three weeks earlier. Once again, begin by asking them to evaluate how things have gone so far; best thing and worst thing. If there is a school problem at this point that you are aware of; e.g., running in the halls, constant tardiness, disrespect for teachers; bring it up and discuss it. Use the discussion pattern outlined in "Conducting Class Meetings" found elsewhere in this guide book.

If there is a problem in the group itself; e.g., someone has become scapegoat, consistently negative attention-getter, serious put-down problem, etc., then discuss that at this meeting.

Make certain that you end the meeting by giving the group some positive reinforcement, such as: "I am really proud of you" or "I know you can be successful" or "Keep up the good work," and so on.

Process: Today you are going to talk about TV shows that are real and imaginary or "Something I know that is real" or "Something I know that is imaginary." Encourage the students to get into what is real and what is not real. An example from TV might be: The football game on TV is real, but the Walt Disney movie--The World's Greatest Athlete--is not real because there are actors playing the parts.

After six or seven students have told what they think is real and not real, bring up the concept of reality testing. Tell them "One important thing that we have to learn how to do as we grow up is know the difference between what is real and what is not real. Everytime we check out whether something is real or imaginary that is called reality testing. People who don't know the difference between real and not real aren't about to live in our society without getting hurt. For example: A man who doesn't know that cars run you over and kill you is more likely to get hit by a car than someone who does know it."

Try to connect what you're doing today with the discussion they had before about their little brothers and sisters. Remember the most interesting things that were said during the last five sessions.

Session 16

Purpose: Introduction of thought paper strategy as regular event. To experience putting ideas about fantasy into writing. To share anonymously written papers.

Process: Begin the session with the following fantasy trip: "Close your eyes, open and close your eyes several times until it is possible to keep them closed without opening them. Try to get into a relaxed position. Be aware of your breathing. Just concentrate on the feeling of the air coming in and going out. I want you to imagine that sitting right in front of you is a little person about one inch high and it is you. This person is going to hide, but he is going to hide somewhere inside your body, so imagine this little person going inside your body somewhere and hiding. Decide where you want to hide and once you get there stay there and feel what it is like to be there." (Let at least three minutes pass before you tell them to open their eyes.)

Give them paper and pencil and tell them to turn their backs on the group or to go somewhere in the room where they are completely alone. They are going to write a thought paper on what we have been doing for the last five sessions. Give them ten minutes to write out their

thoughts and then collect the papers. Let them know that the papers can be anonymous or they can sign them. If time permits read a couple of papers in the group. File the rest in the students' circle folders. You will bring them out at a later date and read some of them.

CIRCLE EVALUATION SESSION NO. 3

Begin the session by saying, "We have been having these discussions for about eight weeks now. Hopefully, all of you have learned something about yourselves: how you react in different situations, what you believe, and so on. Hopefully, you have learned a little about the other people in this group as well. Today I want you to take a piece of paper and title it How I See Myself, and put your name at the top. This is a way for me to get your opinion of yourself so I can know more about you. These forms are private and I'm the only one who will see them. Try and be as honest as possible on this form. Put a check in the large box if the item is a big problem and so on. If the item is no problem for you check the little box. Now turn your back on the group and complete the form."

After all sutdents have completed the form let them ask questions or make statements about the test or the group. Reflect all responses, but don't explain why certain questions are on the test.

HOW I SEE MYSELF

Please check the box that is most like how you feel about each item.

1. If it is a big problem or you worry about it a lot, check the first box.
2. If it is a medium problem, check the second box.
3. If it is a problem, but a little one, check the third box.
4. If it is not a problem for you, no big thing, check the last box.

HOW I SEE MYSELF	A big problem for me	Sometimes this is a problem for me	This is a small problem for me	This is almost never a problem for me
About me and my circle				
1. I wish I would talk more in circle.				
2. My circle leader doesn't like me.				
3. The kids in my circle don't listen to me.				
4. I'm nervous when I talk in the circle.				
5. The circle is boring for me				
About me and my school				
1. I want to learn to read better.				
2. I don't like school very much.				
3. I wish my teachers were friendlier.				
4. Sometimes I wish I could				

HOW I SEE MYSELF	A big problem for me	Sometimes this is a problem for me	This is a small problem for me	This is almost never a problem for me
5. Am I doing as well as I can in school.				
About myself				
1. I wish I were nicer looking.				
2. I think other boys and girls are better than me.				
3. I often feel lonesome.				
4. I worry all the time.				
5. I wish I could control myself more.				
Getting along with others				
1. I wish I had more friends.				
2. Grown-ups make fun of me.				
3. I fight too much.				
4. Most people don't understand me.				
5. I wish I knew why people get mad at me.				
Things in general				
1. I wish I had more hobbies.				
2. It's hard for me to talk about my problems.				
3. I am worried about growing up.				
4. I wish I was smarter.				
5. I wish I was better in games and sports.				

USING SELF CONTROL

I AM RESPONSIBLE FOR ME

Expected Outcomes

Students will:

a. Accept their share of responsibility for controlling themselves.

b. See the connection between growing up physically and growing in self-control.

c. Be aware of different kinds of self-control.

d. Publically affirm how they feel about themselves as self-controlling people.

e. Identify at least two times when they used self control to help themselves or others.

Session 1

Purpose: To introduce the subject of self-control as worthy of discussion. To help students become aware of a time they didn't lose control.

Process: Begin the session by asking the group members to think about a time when they couldn't control their emotions. (But don't let them talk about it.) After a couple of minutes pick someone to role play in pantomime someone who just stubbed his toe and is flipping out. After he does it ask for someone else to pantomime one of the following situations but don't tell the others what it is, they have to guess. Do three or four of these situations.

1. A student gets his report card and if says "F" in one subject after he thought he was getting an "A."

2. A boy or girl is in class trying to be serious but something terribly funny just happened and the student is cracking up but trying not to.

3. An eighth grade boy just found out that the girl of his dreams wants to go with him. He is walking home alone.

4. A kid on the street just called your mother a dirty name in front of ten of your best friends.

After they have role played these tell them we are going to role play a different kind of situation. First you need someone to tell the group about a time he almost lost control but didn't. After someone shares his story

of almost losing control, pick people to role play it with or without talking.

Continue this process of telling a story and then role play until the end of the period.

Session 2

Purpose: To experience different kinds of control. (Others vs. Self)

Process: Begin the session by saying, "What happened the last time we met." Encourage specific examples from as many people as are willing. They say, "Today we're going to experience different degrees of control and freedom, and then we will talk about it. Then give them the following commands in this order.

1. "You are robots and I am your master. You can only do what I say and nothing else. Your body movements are mechanical and slow." Then give them about three minutes of robot commands. Freeze.

2. "For the next three minutes you are free to do anything you want with one catch. You must lock arms with three other people and keep your arms latched." (Give them three minutes.)

3. "For the next three minutes you are free to do anything you want as long as you don't hurt anyone and don't leave the room." (Give them three minutes.) Freeze.

4. "You are robots again. Stand straight and still. There is a fly on your nose, but you may not touch it. Pretend it is really there and you want to brush it off but I won't let you, really get into that. (Two minutes.) O.K., brush it off." Freeze.

5. "Pick a partner; for three minutes one of you is the dictator and the other is the slave. Give the slave commands as cruelly and bluntly as you can. The slave must not rebel." (After three minutes, say "switch.")

If anytime remains discuss feelings of different amounts of control.

Session 3

Purpose: To have students evaluate where they are right now as self-controlling persons. To re-introduce continuum strategy.

Process: Begin by remembering the last discussion. Go over any key statements that people made. Spend ten minutes discussing times you kept control or lost control. When ten minutes are left, put the following continuum on the board.

Blow up Irene_____Dud Gladys.

Describe the extremes for them--Irene is always out of control - Gladys would rather die than lost control. Have students place themselves on the continuum. (Refer to Session 8 for more information on using the Continuum.)

Session 4

Purpose: To help students see the connection between having self-control and responsibility. To build positive feelings of self.

Process: Ask for definitions of the word responsible-responsibility. Don't value the different definitions, just accept them and reflect them. Then introduce the following topic. A time when I acted responsibly. Really push them to find at least one time when they accepted responsibility for their actions or for another person. It doesn't matter how trivial the incident is, accept all contributions equally. If possible, encourage group members

to see the connection between acting responsibly and using self-control. Some of these stories will be examples of self-control.

Leave three minutes at the end of the session for this sentence stub--Being responsible is when--or--I used self-control when--.

BUILDING GROUP TRUST

Expected Outcomes

Students will:

a. Become aware of how trusting they feel they can be in this group.

b. Experience trusting or not trusting other group members.

c. Identify the kinds of people they trust and what other people think of them as trusting people.

Session 1

Purpose: To examine the present level of trust in this group. To experience trusting the group members.

Process: Begin the session by asking them if they trust the members of this group. Get them to discuss what degrees of trust they feel for different group members and so on. After five minutes, say, "Today we are going to actually see how much we trust each other. Please pick a partner." After all partners are picked, tell them to spread out in

the room and stand facing their partner. The following directions should then be done.

1. Decide who is A and who is B in your group.
2. A turn around so your back is to B.
3. A close your eyes and keep them closed.
4. When B says ready A you are going to fall backwards with your legs stiff and B is going to catch you before you fall.
5. B's you must catch your partner. Whatever happens don't let them fall.

(Teacher should act as spotter for anyone you're not sure of, or for a dyad in which one person is much larger than the other.) After A has tried falling two or three times, have them switch--with B falling and A catching. After a few minutes tell them to switch partners and to repeat the process again. Make sure they do the process with at least three different partners. Bring them back to the circle and discuss their feelings about falling and about different partners. Was it easy or hard to trust? Did you trust one partner more than another? Did you find your body resisting?

Additional Process: If the students are receptive to the trust fall, you might want to try the trust circle at the

next session. In the trust circle, one person stands in the center and makes his body very stiff. When he is ready he closes his eyes and falls backward. The group moves in close and passes him from person to person around the circle. This activity builds a high level of group trust very quickly. Make sure everyone who wants to try gets a chance including the leader. (Don't force anyone to do it who is reluctant.)

Session 2

Purpose: To enhance feelings of trust through anonymous sharing of secrets.

Process: Today you are going to continue to build trust in the group but in a different way. Begin the session by giving each person a 3x5 card. Tell the group members to turn around so their backs are to the circle and tell them to write a secret they have on the card. They are not to put their name on the card. The secret should be something no one or almost no one knows about but them. After they have completed their secrets, pass a paper bag around and have each student drop the secret card into it. After all have been collected shake the bag to mix up the cards and pass it around to the person on your left. He should take one card and read it aloud as if it was his own. Then give

the bag to the next person and have him remove one card and read it as if it was his own. Complete this process around the circle until all cards are read. Discuss the feelings they have as the secrets were shared. (This activity builds trust very quickly.)

Session 3

Begin the session by asking group members to remember a few highlights from the last two sessions. They say, "Today I want you to think about someone whom you really trust and someone whom you don't trust. I also want you to think about why you do or don't trust them." As kids share, collect the statements they made about what behaviors are trusting or non-trusting behaviors. It might help to have someone write down the words they say about trust behaviors.

Focus on the different perceptions group members have of what constitutes a trust-worthy person. Near the end of the discussion ask if anyone has any questions for other group members who have shared. Encourage this type of cross-communication.

Session 4

Begin by remembering two or three comments from yesterday. Then draw a continuum on the board and say,

"This represents how most other people who know you see you in terms of being trust-worthy. One end means they trust you o percent--the other end means they trust you 100 percent--all the time." Encourage students to put their names up where they think others would put them. Ask for reasons also.

If time remains, ask them to put their names up where they perceive themselves as trust-worthy people. Discuss the differences in their perceptions with the perceptions of others. Before time is up, ask people to summarize the unit on trust. What did we learn?

SOCIAL PROBLEM SOLVING MEETING NO. 4

School has been in session for 12 weeks this semester. Today's session should encourage students to bring up any problems they are having with other students, teachers (no names), parents, or you. Tell the students that you are proud of the mature way they have been able to discuss things in class and you know they can help each other with their problems.

If you are aware of some problem that needs resolution, bring it up, if not let the students bring up the problem. (Refer to the section in the teacher's guide, using class meetings to solve problems to refresh yourself on how to conduct a social problem solving meeting.)

STOP!

Use This Page To Evaluate
Yourself As A Circle Leader

How do you feel about yourself as a leader overall?

Circle One

On the following continuums, place yourself where you feel you are right now. Circle the nearest numeral.

Carl Rogers - You got nothing on me (Super listener).	1 2 3 4 5 6 7 REFLECTIVE LISTENING	Just shut up kid and I'll tell you the right answer.
I can accept anything a child says.	1 2 3 4 5 6 7 ACCEPTANCE	It's my way or not at all.
Why do you feel bad? (Rotten question.)	1 2 3 4 5 6 7 QUESTIONING TECHNIQUES	Would you like to tell us more about that? (Great question.)
All sessions fit together smoothly.	1 2 3 4 5 6 7 CONTINUITY	What'll we do today, kids?
All eyes on me kids. (You are the leader).	1 2 3 4 5 6 7 STUDENT INTERACTION	Who's in charge here? (All share leader.)
Under control kids know the limits and abide by them.	1 2 3 4 5 6 7 GROUP CONTROL	- Chaos - "I can't hear myself relate.
I take risks by sharing myself.	1 2 3 4 5 6 7 OPENNESS	You think I'm gonna tell those kids how I feel - never.

RATING

1. If you scored from 7-14 you are a super circle leader. People love to talk to you. Invite someone in to see your group.

2. If you scored from 14-21 you are doing a very good job. Especially after only 12 weeks. You might try focusing your attention on the one skill you feel you are poorer at.

3. If you scored from 21-28, you are a good solid circle leader. Practice those skills. Tape a circle and listen to it.

4. If you scored between 28-35, you need some help, but you are trying. Call the facilitator for a conference and an observation. Some non-threatening feedback will help.

5. If you scored between 35-49 you're in trouble. You probably haven't been enjoying your group. Seriously, you need help. Talk to your principal, facilitator, or someone in the building to set up a plan for improving it.

IDENTIFYING PERSONAL STRENGTHS

Expected Outcomes

Students will:

a. Increase their vocabulary for naming strengths.

b. Identify strengths that help them in their own lives.

c. Experience being bombarded with strength words from fellow group members.

d. Become aware of strengths they would like to have by the time they are 21.

Session 1

Purpose: To increase awareness of personal strengths. To identify words that name strengths.

Process: Today you are going to begin a four session activity that will enhance the feelings of trust so far developed in the circle. Today's activity is designed to get them ready for the upcoming strength bombardment.

Use newsprint or brown paper for this activity. Explain to the students that there are many words that name strengths, good things about people that you like or that you think help them be successful. Today we are going to make a list of as many of those kinds of words as we can think of.

Then spend the rest of the session brain-storming words (strength words). If they are limiting their words to certain areas, suggest other words yourself to broaden their concepts. At the end of the session, roll up the list and save it for the next session.

Session 2

Purpose: Begin the session by taking out the strength list and posting it on a wall or in the middle of the circle. Give out to each child enough paper squares for each other person in the circle. Tell the group members to write the initials or first name of every other person in the group. Then, they are to think of a strength for each person and write it on the paper square that has that person's initials. (This process will probably take the whole period. There will be questions about how to do it, and some confusion. You will need to explain what to do several times.)

If they finish writing their strengths down and there is time left, collect them, making sure you know whose is whose and finish the period with a sentence stub, I feel good about myself when--. (Make sure you don't lost or damage the stickers until the next session.)

Sessions 3 and 4

Purpose: Strength Bombardment.

Process: For the next two sessions, you are going to play strength bombardment. Give each person a blank piece of paper and have them put their names at the top. Begin with the person on your left and have him pass his paper to you. You are going to model the proper response. You should take the paper square you have written previously for him and tape it on his sheet. After you put his square on, look at him and say, "Andre, the strength I see in you is--." It is important that you use the personal approach. Avoid saying his or her strength.

After you have given him a strength, pass along his paper to your right and each person in turn will place their paper square for him on his paper. Look at him and say, "Andre (or whatever) the strength I see in you is--." The person receiving strengths is not allowed to respond

or question what is being said. He can only accept strengths. Repeat this process for every person in the circle. You will be the last one to receive strengths.

If people want to give additional strengths to someone, they should be encouraged to do so. They can just write them on the paper. This activity will take two days to complete.

Encourage the group to save their strength sheets for a later session. They can tape or glue them on notebooks or put them in lockers or whatever.

Session 5

Purpose: To examine our own areas of growth in the light of our own strengths.

Process: Begin by asking each member to tell the group what he thinks is his greatest strength based on what people said at the last two sessions. When all have done it, have them take out the student forms called Weaknesses and Strengths. This form should be filled out by each class member in the circle.

After they fill out the form, ask if anyone would like to share the skill he wants to improve and what he will do

to improve it. (See if you can get every student to state some goal before he leaves the class.)

WEAKNESSES INTO STRENGTHS

If you are to improve yourself you must not only "strengthen" your strengths, but also turn your "weaknesses" into strengths.

1. What is the thing you do or say, the attitude, etc., that is keeping you from using your strengths fully? (Be specific.)

   _____

2. When does this thing you do, or attitude help you? When does it hurt you?

   _____

3. Identify the conditions necessary for you to do this thing or feel this way:

   a. When does it usually occur? _____

   b. With whom? _____

   c. In what kinds of situations? _____

4. List three "actions" plans by which you can change this attitude, habit, behavior.

   a. _____

   b. _____

   c. _____

5. Choose the best of the three possible action plans listed above, carry it out, then answer the following questions:

   a. What was the situation? (Be explicit.) _____

   _____

   b. What action did you take? (What, specifically, did you do?)

   _____

   c. What were the results of your action? _____

   _____

Report back to the group if you were able to overcome this weakness in you.

FRIENDSHIP

Expected Outcomes

Students will:

a. Analyze how people make friends.

b. Take a stand on how they feel as friends.

c. Identify the most important qualities in a friend.

d. Compare their own qualities to those of an ideal friend.

Session 1

Purpose: To introduce the concept of friendship in the group. To begin to identify what friends are.

Process: After students are seated in a circle and are ready to begin ask them the following questions:

1. How many of you have a best friend?
2. How many of your have a friend now that you used to not like?
3. How many of you have a good friend of the opposite sex?

4. How many of you have had a fight or argument with a friend recently?
5. How many of you have a brother or sister who is also your friend?

Tell the students to vote "yes" by raising their hands and "no" by putting their thumbs down. After they have responded to your questions, say, "For the next several sessions, we are going to be thinking and talking about friends. Right now I'd like you to close your eyes for a minute and think of someone who is now or used to be a friend." (Make sure they close their eyes.) After about 25 seconds say, "Who would like to tell us about a friend and about how you know this person is your friend."

The main discussion is now on, and you should try to keep it in the area of telling about a friend; how they know he's a friend, how they met, etc. Reflect back the contributions as they are made to you. Watch the clock and when there are five minutes left, cut off the talking and ask them to remember what others have said. (Have non-contributors do the remembering.) If you have one minute left at the end, have them whip the following sentence stub around the circle - "A friend is--."

Tell them as they leave that you will be talking more about friends next time.

Session 2

Purpose: To become aware of how we make friends.

Process: Begin today's lesson by saying, "Who remembers what we did the last time we met?" Encourage five or six comments about the previous session, they say, "Today we are going to think about friends in a different way than before. I want you to think about a friend who you have now or used to have and remember when you first met. Was it an accident, did you start it, did the other person, that kind of thing."

As students share their stories encourage them to talk about what they did to develop the friendship. As them if any risk was involved. To involve reluctant members, call on them saying, "Cleophus, can you name a person who is your friend or who used to be?" After he answers, say, "Tell me how you met. What season it was, how long ago, and so on."

Make certain that you leave time to remember what has been said. Before they leave, summarize what has been said about meeting friends. Example: "Most of us seemed to meet our friends in the summer," or "It seems we usually only accidentally met our friends."

Session 3

Purpose: To establish personal priorities for qualities in a friend.

Process: Begin the lesson by having five or six remember what was discussed at the previous session. They say, "Today I want you to think about what is the most important quality in a friend. I will name three qualities and you decide how you would rank them.

Qualities in a friend:

1. Generosity
2. Loyalty
3. Honesty

Call on different members to tell their ranking and ask them to explain why they ranked them that way. Discuss the ranking for 10-15 minutes, then say, "O.K., everyone stand up." Point to one place in the room and say, "If you think you are more loyal than honest, go stand there. If you think you are more honest than loyal, go stand there." (Make sure the spaces are not too far apart.) Pretend you have a "mike" and ask a couple people in each group, "Excuse me, sir, why are you here?" Get a few opinions and then

have them sit down in the circle again. Spend last five minutes remembering. Summarize the ranking by saying how many felt a certain way.

Session 4

Purpose: To encourage group members to look at themselves through the eyes of others.

Process: Each person should have a piece of scrap paper or a 3x5 card. Begin by remembering what happened last time, than say, "On the paper, write the name of your best friend in the world right now. Under his or her name, write three words that end in "able" that you think describes your friend." After they do it, ask if anyone would share their words. Discuss this for ten minutes at most then say, "Somewhere on your paper write your name; under it make four columns. In column one write B.F. for Best Friend. Under that list three words ending in 'y' that your best friend would use to describe you." Give them 30 seconds. "Next, write W.E. for Worst Enemy in the second column. List three words ending in 'able' that your worst enemy would say about you. In column three, write Teach. for your favorite teacher and write three words that he or she would really use to describe you (ending in ing). In column four, write ME for me and list three words that you think describe you."

Spend any remaining time reading and comparing lists.

John Doe

B.F.	W.E.	Teach.	ME

Session 5

Purpose: To synthesize past four discussions into ideas about ideal friends.

Process: (You will need one magic marker and one piece of brown paper five feet long. Get from principal.)

Begin by asking for a volunteer to lie down on the paper. You or someone should draw the outline of his body on the paper. After you have the outline made, tell the group, "We have here the outline of the perfect friend. We are going to decide on what the perfect friend would be like. I will write words and sentences on different parts of the outline. I will start to give you the idea. I think the perfect friend should have a good sense of humor and I'll draw a happy face on the outline. Use your own imagination to complete the outline."

Some ideas:

1. Draw a line down the center and make half a boy friend and half a girl friend.

2. Put feeling words by the heart.

3. Thoughts and ideas by the brain.

4. Things he can do by hands and feet.

CIRCLE EVALUATION NO. 4

Have all students take out the work sheet titled My present opinion of me. Give them 10-15 minutes to complete the form. Spend the last ten minutes discussing their feelings about themselves. Use the sentence stub I like myself best when--.

MY PRESENT OPINION OF ME

Please check the proper square for the first ten items. Then answer the last five questions with one or two sentences each. Check Like Me if the statement is mostly true for you. Check Unlike Me if the statement is hardly ever true for you.

	Like Me	Unlike Me
1. I often wish I were someone else.		
2. I am liked by most kids.		
3. There are a lot of things about me I would like to change.		
4. I'm proud of my school work.		
5. No one pays much attention to me.		
6. I understand myself.		
7. I have a low opinion of myself.		
8. I like to be called on in class.		
9. I'm not very nice looking.		
10. People can usually depend on me.		

11. List two things you are proud of. _____

_____

12. What will you be doing in five years? _____

_____

13. What is one thing you would like to change about yourself?

_____

14. Do you think you are liked by most other kids? ___Yes

___No. Explain your answer. _____

15. What situations do you feel confident in? _____

_____

Not confident? _____

_____

THE SELF-CONCEPT

My Idea of Me to Me

Expected Outcomes

Students will:

a. Become sensitive to the many dimensions of the self-concept.

b. Become more aware of the ways in which each of us is unique.

c. Experience checking out their own perceptions of themselves against others' perceptions of them.

d. Publicly affirm some aspect of their own physical selves that they are happy about.

e. Become more sensitive to how the self-concept changes over time.

f. Write their own self evaluation following the unit.

Session 1

Purpose: To introduce the students to the concept of "self." To encourage students to look at themselves. To introduce the Q Sort Technique.

Process: Today is the first session in a series on the Self-Concept. Give each group member five 3x5 index cards. Tell them to make a pile of the five blank cards and to write their answers to the question "Who Am I?" on the first card. Tell them to put the completed card on the bottom of the pile so that a blank card is on top. Repeat this process five times until all the students have answered the question five times.

Ask the students to rank their answers from the I Am they like best to the one they like least. Give students rubber bands and have them band their cards. You collect them and mix them up. Then redistribute them randomly. Tell students if they get their own cards back, to pretend they are someone else's. Go around and have each child read the cards he has. Discuss cards in any way you wish for the rest of the session. (Encourage them to talk about all the different people each of us is.)

Session 2

Purpose: To identify ways in which each of us is unique. To begin to feel comfortable with differences.

Process: Begin by asking five or six members to remember something that happened at the last session. Then ask the following questions in a general way:

1. How many of you have never eaten liver?

2. How many of you have never gone bowling?

3. How many of you have never been away from Chicago?

Then say, "Today we're going to play a game called 'Something I've never done that everyone else has done.' The way you get points is, you raise your hands and tell us something you have never done. I ask the rest of the class how many have done it. You get one point for every one who has done it. After you have one turn, you must wait until everyone else who has a hand up gets their turn. If no one who hasn't had a turn has his hand up, you may have a second turn, and so on. The idea is to think of things you have never done that you think everybody or almost everybody has done. It is important that you say real stuff."

Play this game for the entire session, leaving a couple minutes at the end to comment on the experience. Questions for discussion include: Were any of you surprised at what was said? Did you find someone else who hasn't done the same things you haven't done? Are we more alike or different than each other? (It is helpful if you cut 3x5 cards into 3"xl" strips and give 20 to each person. These become the tokens.)

Session 3

Purpose: Continued emphasis on uniqueness of each person. To understand "you are one of a kind."

Process: Begin today's lesson by asking four or five members to remember the last session. Then give each person a blank piece of paper and have each one write the following sentence. One way I am unique from everyone in this circle is--. After they copy the sentence stub and you explain what unique means, tell them to finish the sentence in three different ways. At the bottom of the paper, you will help each person put his thumb print. For this part you will need an ink pad. (Use your own resourcefulness to obtain one.)

After each student has completed his uniqueness statement and his thumb print, have them tear the pieces of

paper containing the thumb print off and you collect the statements. Read all the uniqueness statements out loud but anonymously. While the students listen have them get to know their thumb prints. Collect the thumb prints at the end of the session.

Additional Process: On 3x5 cards, have each student write the same name. Put all the name cards in the center and mix them up. Then have each person find his own handwriting. Discuss other ways in which each of us is unique.

Session 4

Purpose: Continued emphasis on your unique self-concept.

Process: Ask three or four members to remember what happened last time. Then bring out the thumb prints and put them in the middle of the group. Tell each person to find his thumb print. Give them three minutes and then say, "Now we will finger print your thumb again to see if you were right." Discuss how they found their thumbs.

State the following and then discuss it. "YOU are unique. There has never been one like you and there never will be again." Discuss: "Is that good or bad?" "Do you agree?" "What are some implications of the statement?" Ask three or four people to summarize the sessions on uniqueness so far.

Session 5

Purpose: To find something attractive in our own face. To encourage public disclosure that "I like me."

Process: When everyone is seated take out a hand mirror, the larger the better, and give it to the person on your right. Tell the person that he is to look in the mirror and see something that he likes about his face. You might begin by explaining that we are all very critical of ourselves. Today's activity is to give us a chance to focus just on what we like about the way we look. After the first person looks in the mirror and notices what he likes and says, "I like my--," he should give the mirror to the next person and that person will repeat the process. The mirror should go all around the circle in this way, with each person telling something he likes about his face.

If a person receives the mirror and says he can't find anything or only says bad things, ask if anyone else in the group can see something in his face that they like. After two or three have responded, ask him to look again, gently encourage him to say something, but accept it if he just can't find anything right now.

After all group members have had the mirror passed around, ask if anyone can see something they like in the

face of another person. (This is kind of a physical strength bombardment.) Encourage people to use the personal approach again, saying, "I like your nose, eyes, etc.," rather than "He has a nice nose." If people broaden the strokes to include personality stuff or other body parts, accept them and let them continue it. (See to it that each person gets at least one other person to say something nice about him.)

(CAUTION: If there is someone in your group who has an unusually severe physical problem or deformity, don't use this activity!)

Session 6

Purpose: To experience making a self evaluation. To give and get feedback on how others see you in a non-threatening way.

Process: As soon as the students are ready, give each a blank piece of paper and ask them to tear it into ten pieces. Next, have them write a word on each piece of paper that describes them in someway. (You can give examples to get them started, only don't give them actual words.) Hurry them along. Next, tell them to make a pile with the word they like best on top and the one they like least on the bottom. Tell them no one has to share his list if he doesn't

want to. Ask for a volunteer to share four words from his list without saying how the four were ranked. Ask other students to suggest how the person would probably rank the words. After three different people have given their opinions, ask the person how he really ranked them. Do this with two people this session and you will continue it in the next session. (Collect their lists to safe-guard them.)

Session 7

Purpose: To continue giving and getting feedback on self-concept.

Process: Begin the lesson by having three or four people remember what was done last time. Return the lists and continue the guessing activity. If five minutes are left at the end of the session, have them complete this sentence stub. Most people think I am--.

Session 8

Purpose: To examine how our personalities have changes since we were little.

Process: Begin the session by asking the group, "What have we learned about ourselves during the past two weeks?" (You might want to limit the interaction to - I learned - statements; like - I learned I am the only one who has

never gotten in trouble at school, etc.) Next, say, "Today I want you to think about how your personality has changed since you were in first grade. Think about things you used to believe, things you used to do, ways you used to act, and so on."

As students share ways in which they have changed encourage them to evaluate the changes by asking them, "Are you glad about this?" "Do you wish that hadn't happened?" Leave at least five minutes at the end to remember what everyone said.

Session 9

Purpose: To allow students the opportunity to express their opinions about the kind of person they are.

Process: After they are ready, have each take out notebook paper and tell them you want them to write a thought paper titled: This is Me - based on everything they have thought about during our unit. After they have written it, collect them. Tell them, "If anyone doesn't want me to read yours out loud write don't read on the top." Read any that are completed to the group, but don't name the person whose paper it is.

Alternate Process: Bring paper bags and crayolas for all members. Have them decorate the outside of their bags with

things about them that everyone knows, and inside put pieces of paper that contain more private statements, words or pictures that they don't share with everyone. Encourage people to bring things out of their bags and share them with the group.

Session 10

Purpose: To increase the student's understanding that our self-concept comes from other people.

Process: Get a piece of construction paper and print the letters IABAC on it very large. (It stands for - I am Black and capable.) Tape the sign to your chest so that when the group members sit down they notice your sign. Then tell them your own hammed up version of the following story. Make sure that you tear a piece of your sign off after each negative statement.

Once upon a time there was this fourth grade boy. One morning he woke up and started to think about what a good day this was going to be. While he was thinking of that, his sister walked by his room and said, "Good morning, creep." (Tear a piece of your sign off.) He ignored his sister's comment and wen to the john to get ready for school.

His mother came into the bathroom as he was finishing up and noticing the water on the floor screamed, "How many times have I told you not to spill water on the floor when you wash; and besides you didn't comb your hair."

Recovering from these wounds he went down to the breakfast table and ate cold oatmeal because no one cared enought to wake him up early when it was going to be hot.

Off he went to school still optimistic about the day. Halfway to school two of his friends ran by him and as they did so they chanted, "Hi woman, beat you to school!" He started to run mainly because he was made and partly because he didn't like being called woman. But he wasn't able to catch up to them. As he got to the schoolyard the same two kids were saying, "Na na na na na, you're a slow runner!" He started to get into a fight with one of the kids but just them a strong arm grabbed his shoulder and the principal hollered at him for starting fights on school ground.

After he found out that he had to stay after school for two nights for fighting on school property, he hurried along to his classroom where at least he knew there people liked him. Because of the playground incident he was five minutes late and as he snuck in the door Mrs. Brown said, "Billy, why are you late?" and without letting him answer followed up, "If there is one thing I can't stand it's someone who is late all the time." Even though Billy knew he had only been late two times all year.

The first business of the school today was passing back the science test from yesterday. Billy had studied hard for this test but his grade on it was a D, and not only that the teacher had also drawn a face with a frown on it. Billy felt hurt by that because he wasn't real smart but he had tried awful hard on the test.

Anyway, things went along and about 10:30 it was time for art. The teacher passed out the construction paper and the paints and as Billy began to put down his exciting idea on the construction paper the girl behind him looked at it and said, "What's that ugly thing?"

Someway or other, he made it to lunch time. At lunch he was sitting alone eating his bologna sandwich when a little fourth grade girl sat down next to him and asked him if he would like some potato chips. He felt real good that she cared enough about him to offer him some potato chips. Then he spent the entire lunch hour talking with her about the rotten morning he had had. It seemed she, too, had had a bad morning.

Reinforced by his lunch experience, Billy went back to class and worked real hard through the afternoon. Twice the teacher complimented him on his writing and his questions in a discussion. Before he left at the end of the day the class had picked him to be the milk boy for next week. As he left school two of his classmates congratulated him and offered to walk him home.

When he got home his mother was waiting for him at the door with some chocolate milk and some chocolate cookies. She apologized for being in a bad mood in the morning and said, "I really love you children but sometimes I have a headache and I try not to take it out on you children, but I can't help it.:

Billy's dad came home at 6:00 and brought a neat new gift, a Tonka Truck for Billy. However, his father had forgotten to buy a gift for his sister and her feelings were hurt.

So as we leave the story of Billy and his family we hear his sister say as she walks by his room, "Good night, creep."

The End

After they understand the story, help them make a list of the kinds of verbal and non-verbal statements they hear each day and group them into sign building and sign destroying.

Before you leave give each a 3x5 card with IABAC written on it, and have them wear it for the rest of the day, tearing off little pieces for each time they feel put down by someone else. At the next session have them begin by reporting on how they fared.

For a homework assignment, have each student take out the form that begins TODAY IS THE . . . . They are to complete it and bring it back to circle at the next meeting.

Begin the next session by having volunteers report on how they completed the Today Is . . . form.

TODAY IS THE FIRST DAY OF

THE REST OF YOUR LIFE

1. Explain the above statement in your own words.

2. List three words you wished described you.

3. Now, you will really have to think. Write down some of the exact things you will have to do to become more like the person described by each word you have listed. Be as clear as you can.

IDEA! When conducting a remembering session, have everyone chant out loud at the same time as they remember what someone said. It's like strength bombardment!

BRAIN STORMING - A CHANGE OF PACE

Session 1

Purpose: To learn brainstorming technique. To become aware of the potential creativity in all of us.

Process: Bring in some simple object like a pencil, empty box, nail, etc. Hold it up and tell the group we are going to think up as many uses for the object as we can. Then tell them the brainstorming rules.

1. No criticism of any idea is allowed.

2. Quantity, not quality, is wanted.

3. You may hitch-hike on the ideas of another person.

Appoint someone in the group as recorder and make a list of as many uses for the given object as is possible. You should enforce the rules to make sure the group understands how brainstorming is different from a regular discussion. (Expect a lot of laughing during the exercise as the students become aware of how open-ended brainstorming is.)

After you have spent five or ten minutes on the brainstorming discuss what the process was like. How is it different from regular methods for discussing ideas. If time permits spend the last few minutes brainstorming another far-out idea, like "Uses for a brick" or "If sunlight were solid."

Session 2

Purpose: Re-emphasis of brainstorming. Relating brainstorming to the solving of practical problems.

Process: Begin the session by asking a few group members to remember what you did at the last session. They say, "Today, we are going to do more brainstorming, but we are going to try and come up with ideas about something really important and practical, more useful than say, uses for bricks." (Pick a topic from the enclosed list or use one of your own that seem appropriate.)

Repeat the brainstorming process from the previous day. Either do it as a whole group or break them into groups of four or five. After each group prepares a list of possibilities, have them share them with the group as a whole. Discuss which ideas have real merit only after the brainstorming is over.

Note of Caution: You will have to do several sessions of brainstorming before kids will really understand the process. After they learn the process use the technique periodically to reinforce it with the group.

List of brainstorming subjects:

1. How many ways can you think of to make this class a happier, more enjoyable place to be.

2. Your three-ton moving van, loaded with one million pipe cleaners (or balloons or chestnuts or marbles, etc.) skids off the road and gets stuck in the mud. How many ways can you think of for using your cargo to get you out of the mud?

3. What interesting new subjects could we offer at our school next year?

4. If our school were to change its name, what should it change to?

5. How many ways can you think of for raising money for the school without selling something?

6. How many ways can you think of to make this subject more interesting? How could we turn more kids on to learning in school?

7. How many ways can you think of to get parents more interested in what is happening in school?

8. How could a boy or girl find out if another boy or girl liked them without taking too big a risk?

9. What could our school do to solve the problem of pollution?

10. How many ways can you think of for people your age to influence the people who run the country even though you can't vote yet?

11. What kinds of clubs would be neat to form in our school?

12. How many ways can you think of to tell a teacher he has bad breath, etc.?

13. How many ways can you think of to set up a system that would really eliminate the discipline problem in this school?

SENSORY AWARENESS - KNOWING REALITY

Expected Outcomes

Students will:

a. Identify pleasurable and unpleasurable sense experiences.

b. Increase awareness of common sensory pleasures shared by others.

c. Become sensitive to how it would feel to be without particular senses.

d. Discuss how communication is affected by retelling stories.

e. Become aware that perception is different for each person.

f. Learn how each sense contributes to knowledge of reality.

g. Experience staying in the here and now.

h. Indicate a greater respect for their own sensory powers.

Session 1

Purpose; To become aware of the importance of using your senses. To get practice in focusing on individual senses and sharpening your ability to use your senses. The first session will examine over-all sense awareness.

Process: Since today is the beginning of a many session unit on sense awareness, we are going to start slowly. Begin the session by talking about the senses in general. Give each person a couple sheets of paper and tell them that for the whole session today they are to sit quietly some place in the room and make a list of their ten favorite things to see, hear, smell, taste and touch. (If they finish that, they should list five or ten things they hate to see, hear, smell, taste or touch.)

Spend the session completing your own list and helping them collect their completed lists before they leave.

Session 2

Purpose: To become aware of the favorite sensory experiences of others.

Process: Hand back the papers from the previous session and spend the entire session sharing favorite and hated sense

experiences. Spend a few minutes at the end remembering what people said.

Session 3

Purpose: To experience increased dependence on hearing, smell, and touch. To experience dependency and control in a safe environment.

Process: You will need to have blindfolds for all the group members. Begin the session by explaining the reason for the blind walk and asking for their help in making it work. Have the group line up in two lines facing each other. Pick one line to be blind first and give them blindfolds. After they are all blind, tell the sighted people to pick a partner, not necessarily the one across from them. The directions are, for five minutes the blind person will be led around by the sighted one. (There can be no talking and no peeking.) Use either the room or the hall as the area for the walk. Tell the leaders to try and give the blind person as many sensory experiences as possible. After five minutes, quietly stop them and bring them back. Get them back in line facing each other and have the leaders mix up so that the blind people won't know who their leaders were. Don't allow any discussion at this point. Give the blindfolds to the former leaders and have them put them on.

Follow the exact same process as before. No talking and no peeking.

After five minutes have passed and the group members have come back to the starting point, tell them to sit down. Allow members to discuss the Blind Walk. Only allow people to make statements about their own experience. No analyzing, guessing leaders, and so on. You might force them into this by telling them they can only make statements that begin -- I felt, I heard, I smelled, I tasted, or I thought.

Session 4

Purpose: To experience an entire discussion as a blind person would.

Process: Everyone is to be blindfolded for the entire period. After the blindfolds are in place, pick a topic to discuss. They will have to decide on how to conduct the discussion. They might want to talk about blindness or being in the dark or maybe just favorite TV show stuff. Use your own imagination to think of things to discuss. When three or four minutes are left, take off the blindfolds and discuss the experience.

Session 5

Purpose: To become sensitive to all the layers of sound that we normally miss. To experience hearing our own voice.

Process: For the first five minutes of the session instruct the group members to sit completely still and silent and to listen to everything. They may use pencil and paper to record what they hear.

After the five minutes is up, discuss for five more minutes the layers of sound present in the room. Have students share their lists, and see if any sounds were heard by just one person. Discuss how we tune out sounds we don't want to hear, like teachers, mother, etc.

At this point, turn on your tape recorder (check the sound reproduction before you begin) and have each person introduce himself by saying, "Hello tape recorder, I'm-- and I feel--." You may choose to use some other ritual type response, but make certain everyone says the same thing. After everyone has recorded his voice (including you) play it back and then discuss how your voice sounds to you. Why does it sound different to you, but the same to others? Discuss how sound travels, etc.

Session 6

Purpose: To demonstrate how easy it is to mess up in a verbal message when passing it to another person. (Awareness of how rumors get started.)

Process: This activity is an old one. It is called Rumor Clinic or Telephone. Pick a reasonable passage from a book, magazine, newspaper, etc., and make two copies of it. Give one copy to the person on your right and one to the person on your left. They should read the article and then whisper the story into the ear of the person next to them. Continue this process until one person gets both messages whispered to him. That person should tell the two stories as he heard them and then he should read to the group the actual written account that you gave to the persons on your right and left.

Session 7

Purpose: To become aware of how our senses can be tricked by reality. To reinforce the notion that, indeed, in terms of perception, we have no common world.

Process: Without saying anything hold up the enclosed page with the squares on it and say, "How many squares do you see?" Give them a few seconds to look and then get several responses. As they argue to convince each other of

the answer, tell them the question was "How many squares do you see," not "How many are there?" All answers are correct from the point of view of the person giving the answer. Next, pass around the room, the page with the different optical illusions. As people tell what they see, let them know that people can be tricked into seeing what really isn't true.

Figure 1 can be seen as either a chalice or two faces looking at each other. Figure 2 can be seen as a young woman or an old one. Figure 3 is different things to different people. In 4, ask which line is longest to shortest. (All are equal.) In 5, ask them which stick is longer. Then tell them they are telephone poles and ask for their reactions.

After the discussion over all the illusions dies down, ask the following questions and discuss them.

a. List some times when people could see the same thing, but really see different things.

b. What influences how we perceive a situation.

c. What would happen if an umpire was secretly in favor of one team?

d. What is a bias?

SOCIAL PROBLEM SOLVING MEETING NO. 5

The objective of today's discussion is to get the students to see how their attitudes affect how their days come out. You will start the discussion by encouraging evaluative statements from them as to the nature of their week. If a particularly significant problem comes up during the discussion, then go with it. Use the problem solving model to deal with any problem that comes up. (See: Using Class Meetings to Solve Problems.)

a. A few minutes to list possible causes.

b. A few minutes to identify some alternative solutions.

c. The group chooses a solution.

d. Whoever is involved in decision makes a commitment to do something.

Use the following questions to get the evaluation activity going.

1. What was the highpoint of your week?

2. What was the lowpoint of your week?

3. With whom were you in disagreement last week?

4. What are your gripes about your education?

5. How could you have made your week better?

6. What did you put off doing last week?

7. What changes do you want to make in how you spent your time last week?

8. What kind of chores did you do at home last week?

There is a student form titled Weekly Reaction Sheet in the student handbook. Have your students fill it out either before or after you discuss the questions above.

WEEKLY REACTION PAPER

1. What was the highpoint of your week?_____

_____

2. What was the low point of your week?_____

_____

3. With whom were you in disagreement last week?_____

_____

4. What are your gripes about your education?_____

_____

5. How could you have made your week better?_____

_____

_____

6. What did you put off doing last week?_____

_____

7. What changes do you want to make in how you spent your time last week?

_____

_____

8. What kind of chores did you do at home last week?_____

_____

_____

e. What is long hair? Do you and your parents agree?

Session 8

Purpose: To increase student awareness of the connection between smell and memory.

Process: Begin today's session by saying, "Did you ever smell something that took you right back to an experience you had long ago?" Give them an example by sharing a personal smell experience of your own. (My own most vivid one concerns smelling American family detergent in a grocery store and remembering a childhood experience at the house of a friend whose mother used that brand of soap.)

As students share their own smell stories, encourage them to remember more about that experience. You might say, "What other smells do you remember, what sounds were there, who is there with you, etc." You might want to tell them about the research that indicates smell experiences evoke stronger memories than any other sense.

Session 9

Purpose: To become aware of how all your senses can be used to really experience even a simple thing much more completely.

Process: For this activity, you will need either enough lemons or potatoes for all group members. (Lemons are better than potatoes, and oranges are better still.) Begin the session by giving each student a lemon and instructing them to get to know their lemons as well as they can. (Allow no talking while they are getting to know their lemons.)

After three to five minutes have each person say good-bye to his lemon and deposit it in the center of the group. (This part is more meaningful if it is done ritualistically.

After all lemons have been deposited, tell group members to close their eyes. Each one should pick up a lemon at random and begin passing it around the circle with eyes closed. When a person thinks he has his lemon back, he should put it in front of him and keep passing the other lemons. Eventually everyone should have one lemon. At this point open eyes and decide if you really have your own lemon. If you don't, find the person who does and negotiate getting it away from him.

After everyone is satisfied that he has his own lemon, tell each person to introduce his lemon. Tell them to introduce it by saying, "I'd like to introduce my lemon, he is--." Encourage comprehensive descriptions of the lemon.

Additional Process: If this activity goes well, it will probably take two sessions to complete. Playing strength bombardment with the lemons or being the lemon and talking to the group as a lemon are both effective additional activities. Discuss whether lemons have feelings.

Session 10

Purpose: To culminate the unit on sense awareness by putting it all together. To experience staying in the here and now.

Process: Begin by explaining the following lecturette on the importance of here and now.

The Importance of the Here and Now

In our culture, all of us are preoccupied most of the time with anticipating the future and worrying about it or daydreaming about the past and remembering how it was. We are always trying to be happier right now and yet much of what we do prevents us from achieving that happiness.

To be in the here and now means to be in touch with your senses, to be aware of what you are seeing, hearing, smelling and so on. Young children find it very easy to be in the here and now and if you watch them play you notice that they seldom worry about what is going to happen even an hour or two hours from now, and they spend little time reminiscing. They are concerned with the present situation and getting the most from it.

If, as teenagers and adults we could be more like young children many of the problems that bother us would disappear.

Think about how many nights you can't get to sleep because you are thinking about the future or the past, how many hours of the day are wasted, how many opportunities you miss by not allowing your mind and body to experience what is happening now.

There is a quote that goes: "The future is only a dream and the past no longer exists. The present moment is the only reality."

Then ask for four volunteers to sit in a fish bowl with the others being observers. The task for the people in the fish bowl is to have a conversation without leaving the here and now. By necessity, if they do that, they will have to limit themselves to what they are seeing, hearing, smelling, tasting, touching, and feeling (inside) plus what they are thinking about right now. Probably they won't get far. Be prepared to deal with awkward silences. After a few minutes ask if some observers want to join the group if they get the idea. Eventually get everyone in one group and have them go around the circle saying, "Right now I--," or "Right now I feel, hear, etc."

Discuss the experience. Emphasize how many problems we have that would be eliminated if we could learn to be in the here and now. Discuss times when it is hard to be in the here and now and times when it is easy.

CIRCLE EVALUATION NO. 5

Purpose: To evaluate where the group is at the present time. To assess what we have learned about each other.

Process: Today's session is another evaluation session of the circle program. Begin the session by whipping around the following sentence stubs. The best thing about the circle is-- and Something I'd like to change about the circle is--. A third whip that would be enlightening for you would be--The reason we do the circle is--.

After they have completed the whips, bring out the following materials. A large piece of paper, some crayolas, scissors, magic markers, Elmer's glue and some magazines. Put all the materials in the middle of the group and tell them that they are to work together to create a collage that represents our group without talking. Make sure they follow the rule and don't talk. Keep them going until the end of the session on the collage. If time permits, after they finish the collage, tell them to decide on a group name and put the name of the group on the collage. (If time doesn't permit, take a second session to complete the task.)

Put the completed collage in some visible place for all to see.

As the group works on the task, observe their interactions. Do there seem to be less isolates than in September? Do they work with each other in a positive way or a negative way?

LEARNING NEW WAYS TO SOLVE PROBLEMS

Expected Outcomes

Students will:

a. Experience working as a group to solve a common problem.

b. Become aware of the importance of good question-asking for solving problems.

c. Practice giving advice to others.

d. Evaluate and classify advice into categories.

e. Become aware of what clarifying questions are.

f. Practice asking clarifying questions.

g. Identify times when different problem solving strategies are beneficial.

h. See the relationships between problem solving strategies and decision making.

Session 1

Purpose: To experience working as a group to solve a common problem. Increased awareness that question-asking is an important skill-developing a feeling of self confidence as a group.

Process: Introduce the idea that for this activity you will act as a computer. The students can ask you questions, but you can only answer them yes or no. (You can also say, "You're on the wrong track" or "Important question.")

They are to figure out your answer to the riddle. (Four such riddles are included below. You may know of others yourself.)

1. A wife gave her husband a perfectly ordinary article of food, which resulted in his death. Although the story became widely known, she was never brought to trial by anyone. (Adam and Eve)

THE GREAT CAR-TRUNK MYSTERY

2. A gang of thieves robs a warehouse one night, and in the process they capture two night watchmen and place them, unharmed and unbound, in the trunk of a car that happens to be parked on the premises. The next morning, when people come to work at the warehouse, they hear muffled sounds coming from the trunk, and open it. ONE of the men steps out, stiff, but none the worse for wear for his night spent in the trunk. The other man is dead. (One man suffocated in the closed trunk, but the survivor breathed air from the spare tire to stay alive.)

THE SUICIDE

3. There is a huge room, like a gymnasium, with a 40-foot ceiling. There is one door, and one window high off in a corner - and the room is completely empty. In the very middle of the ceiling, far from any wall, there is a hook screwed into the ceiling. Tied to the hook with a knot (and no extra rope from the knot hanging down) is a strong rope. At the other end of the rope is a hangman's noose (with no extra rope remaining). In the noose is a man's body, fully clothed except for the feet, which are bare and burned on the bottom. The man's feet are 15 feet above the floor. It is a suicide. (The man brought blocks of dry ice into the room and stacked them up to climb upon. When he climbed up to fix the hook and the rope, he burned his feet on the dry ice. After the suicide, the dry ice evaporated.)

THE SWISS ALPS MYSTERY

4. Mr. and Mrs. Brown are vacationing at a ski resort in Switzerland. Mrs. Brown is killed in a skiing accident, falling to her death from a high cliff. Soon after the news reaches the U.S., Mr. Smith, no relative or close acquaintance of the Brown's, goes to the police and declares: "Brown murdered his wife!" Returning home, Brown is confronted, and eventually confesses the crime. How did Smith know? (Smith is a ticket agent, and sold Mr. Brown ONE ROUND-TRIP and ONE, ONE-WAY TICKET.)

Do one as an example. (The Adam and Eve riddle.) Then spend the entire session having them guess your riddles.

Session 2

Purpose: To continue building awareness about the importance of asking the right questions.

Process: Begin by reminding them of what you did yesterday. Ask who can remember some of the key questions that were asked during the computer game. Tell them that you have with you today a crystal ball that can answer one and only one question from each person. They have to decide how they want to use their precious question. It will be more effective if you have some object resembling a crystal ball. An old glass globe will serve this purpose. (Dining room fixtures.)

One at a time, let each person approach the crystal ball and ask it his question. Appoint someone to record the questions asked, and who asked them. After all students have asked their questions, discuss the experience. First ask this question: "Which of your questions could have been answered without using the crystal ball?" "What are the things you are obviously concerned about from your questions?" "What question would the following people ask the crystal ball?"

1. Your mother

2. The principal

3. The President

4. Your best friend

5. Your father

"When you were five years old, what question would you have asked?" "What question might you ask when you are 21?"

Summarize by remembering the original questions before you leave.

Session 3

Purpose: Relating our increasing skill as problem solvers to solving other people's interpersonal problems.

Process: Begin the session by bringing in an Ann Landers or Dear Abby column that has appropriate content and read the problem, but not the answer to the class. They will get the idea that we are going to be doing that activity as a group about problems we make up.

Give each person a 4x6 card and tell each one to invent a typical kind of teenager problem that someone of their age might have. (Give them ten minutes to complete this.) It is important that they don't put their names on them. Have them begin all the letters with "Dear Group:", and sign them like people do in the newspaper. Collect all the completed problem cards and rubber band them together for the next session.

Sessions 4 - 6

Purpose: To experience acting as a problem-solving group for semi-fictitious problems. To gain practice in offering solutions.

Process: For these three sessions the process should be the same. Read a problem from one of the cards and discuss it as a group. You should act as a facilitator and bring up all the possibilities that they might miss. Try and keep your opinions out of the discussion. When you think a problem has been examined as much as possible, ask your "Group Secretary" to write an answer on the back of the card and then go on to the next problem. (The group will love this activity and will invent wilder and wilder problems to talk about.)

Additional Process: This activity could become a whole program by itself. The next step after answering psuedo problems is to have people submit anonymous but real problems to the group. The group discusses it, finally agrees on an answer and then writes an answer to the person submitting the problem. You might want to advertise in the school paper and spend one session a week on problem-solving. (This activity is a good way to begin developing the concept of consensus in your group. If you require that all group

members must agree on a solution before you write it, you will be encouraging consensus.)

Session 7

Purpose: To practice a new skill for helping people solve their own problems. To be able to compare advise giving to clarifying responses.

Process: Ask for four volunteers to join you in a fish bowl with the rest of the group being observers.

Explain to the people in the fish bowl that today we are going to try and help someone make a decision in an entirely different way than we have been doing up till now. Instruct the members to think of a decision that they have to make that they haven't decided on yet. Get one person to volunteer to be the focus person. It will be his job to describe the decision that is to be made and to tell the rest of you what conditions exist regarding the decision. The focus helpers may ask any questions of the person to help him look at the decision, from different vantage points, but they may not make any statements of any kind. The observers are watchdogs. They should shout out if someone takes the spotlight away from the focus person by giving advice, sharing his own problem, or even empathizing. Focus

helpers can only ask questions. The following questions are good questions to help the person think about his decision.

1. Have you considered the consequences of the different choices? - What are they?
2. Where could you get help in making that decision?
3. Have you been concerned about this for a long time?
4. What assumptions must you make to decide one way or another?
5. Are there other alternatives to the ones you have mentioned?
6. Have you discussed this with parents, teachers, friends, etc.?
7. If you were older, younger, richer, poorer, a boy, a girl, etc., would the decision be easier to make?
8. Have you examined the risks involved in your decision? - What are they?
9. What's the worst thing that can happen?
10. What's the best thing that can happen?

After you have demonstrated the focus game for 15 minutes, stop and let the observers tell what they noticed. If time permits before the end of the period, have each person write out a decision they have to make in the near future. If no time is left for that, assign it as homework.

Session 8

Purpose: To gain practice at asking clarifying questions.

Process: Remind the group members of the decision thing. If some don't have one written out, give them a few minutes now to do that. Break up the group into triads and have each group decide on a focus person and on two focus helpers. They should repeat the process you did in the fish bowl yesterday. You should act as the watchdog, going from group to group. Make sure they understand they are not to make statements, give advice, etc. The focus person is in complete control and can end the discussion at any time. When one person is through, another should play that role. (Try and get all three in each group to experience being a focus person.)

Session 9

Purpose: To draw conclusions about the appropriateness of different strategies for helping people solve problems and make decisions.

Process: Begin by asking group members to contrast the different methods for solving problems that we have been practicing during the last five sessions. The basic strategies they mention should include clarifying questions, advice, sharing personal experiences, preaching, moralizing, etc. Discuss which strategies are effective at which times and for what kinds of problems.

Discuss the following topic: A decision I made all by myself or A time I couldn't decide between two things.

SOCIAL PROBLEM SOLVING MEETING NO. 6

The purpose of today's lesson is to increase students' awareness of their own inate potential for solving problems.

Begin the session by telling them you believe they have the ability to solve most of their problems if they would just believe in themselves. Say, "Today we are going to do some more brainstorming. Remember, the purpose of brainstorming is to get as many ideas as possible on a particular subject. Later we will evaluate and pick the best ideas from among the total list."

Break up the group into groups of four or five. Pick one of the Social Interaction Brainstorm Questions listed here and have all groups work on it for four or five minutes. Each group should have two recorders who write down each idea the group proposes. After four or five minutes for brainstorming, each group recorder reads his list to the whole circle. Have a group recorder compile the lists into one whole list eliminating repeated ideas. Ask the total group to pick three ideas that seem to be really the best possible ones. Discuss those in more detail. Have the

group as a whole discuss the following aspects of each idea.

1. What are the good consequences of doing that? (List them.)

2. What are the bad consequences of doing that? (List them.)

3. Evaluate the risk involved in doing something against the possible gain from doing it.

If this activity generates great enthusiasm and the group would like to continue it, spend a second or third session brainstorming other Social Interaction Problems.

SOCIAL INTERACTION BRAINSTORMING QUESTIONS

1. How can I get people to like me better?
2. How do you deal with show offs?
3. How could you get kids to stop teasing or picking on you?
4. How to get your friends' parents to like you better.
5. How to deal with grown-ups who are bossy, pushy, or mean.
6. How could you tell someone you like them without coming right out?
7. How to get more friends.
8. How to tell a person something negative without hurting his feelings.
9. How to offer help.
10. How to accept affection without being embarrassed.

DECIDING - LEARNING TO CHOOSE

Expected Outcomes

Students will:

a. Become sensitive to the importance of wise decision making and the number of decisions they have to make.

b. Identify the components of a critical decision.

c. Identify available resources for help in making important decisions.

d. Become aware of how risk is involved in decision making.

e. Identify different risk taking strategies and see the merits of each.

f. Take a public stand on how they see themselves as decision makers.

g. Begin to think about their futures as controlled by decisions they make now.

Session 1

Purpose: To gain experience at making forced choices. Public defense of your choices.

Process: Explain that today one corner of the room will represent one choice and another corner will represent an opposite or different choice. Begin the activity by saying, "In that corner is Geri's and in that corner is Mr. Steak. Go to the corner you choose." When they have all gone to their chosen spot, apprcach one group and pretending to be a reporter, ask someone, "Why are you here?" Elicit responses in this manner from three people in each group then ask them to regroup in the center of the room. Repeat this process for at least six or seven different choice pairs. Follow each choice episode by asking some why they are where they are.

The list of forced choices below is a good list to pick from. Of course, you can make up your own list if you want to.

Are you--

___ 1. More of a saver or a spender?

___ 2. More like New York City or Colorado?

___ 3. More of a loner or a grouper?

___ 4. More like a rose or a daisy?

___ 5. More like breakfast or dinner?

___ 6. More like summer or winter?

___ 7. More like a teacher or a student?

___ 8. More yes or no?

___ 9. More here or there?

__ 10. More political or apolitical?

__ 11. More religious or irreligious?

__ 12. More like the country or the city?

__ 13. More like the present or the future?

__ 14. More like a leader or a follower?

__ 15. More physical or mental?

__ 16. More of an arguer or an agree-er?

__ 17. More intuitive or rational?

__ 18. More establishment or anti-establishment?

__ 19. More like a tortoise or a hare?

__ 20. More likely to walk on thin ice or tiptoe through the tulips?

__ 21. More like patent leather or suede?

__ 22. More like a paddle or a ping pong ball?

__ 23. More like an electric typewriter or a pen?

__ 24. More like a falling star or a beacon light on a mountain?

__ 25. More like a rock band or a baroque string quartet?

__ 26. More like a clothes line or a kite string?

__ 27. More like a "No Trespassing" sign or a "Public Fishing" sign?

__ 28. More like a fly swatter or fly paper?

__ 29. More like a roller skate or a pogostick?

__ 30. More like a file cabinet or a liquor chest?

__ 31. More like a motorcycle or a tandem bicycle?

__ 32. More like a gourmet or a MacDonald's fan?

__ 33. More like a bubbling brook or a placid lake?

__ 34. More like a screened porch or a picture window?

__ 35. More like a mountain or a valley?

__ 36. More like "A stitch in time" or "Better late than never?"

Session 2

Purpose: To increase student awareness of how many decisions you make each day and of the inter-relationship of different decisions. How one decision affects many others.

Process: Today's activity will involve using the enclosed worksheet. All students will find this worksheet, titled Bill's Critical Decisions, in their student booklets. First, read the story, To Decide or Hang Loose, to them. Then let them work on the worksheet. After they complete the worksheet, discuss together how they voted on the important decisions. Make a grid of their responses and discuss the experience in any way that seems appropriate. The grid should look like this.

Decision	Most Important	2nd Important	3rd Important	Least Important
1.				
2.				
3.				
4.				
5.				

To Decide or Hang Loose

The alarm goes off, waking Billy up into the reality of another school day. The date is April 15, and Billy is in the eighth grade at Cooley Education and Vocational Guidance Center.

"Ugh," he remembers that today is his math test. It is also registration for high school and the day he gives his

speech in English. "If I didn't brush my teeth or wash my face I could have two more minutes in bed." But then he changed his mind thinking about what he would be doing today.

After cleaning his teeth and face, he went to the closet to pick his shirt for the day. "This one won't make it with the kids, and this one won't please my English teacher who is going to judge my speech. My mother will never let me wear this one. But here's one that will probably please everyone.

So it went as he picked his hair on the way to the kitchen. If he didn't take time to eat anything he would have some extra time to look over his math before his test. But he knew he never thought very well when his stomach was growling. So he grabbed some toast and milk and went to school.

First period he had the math test. How he did on it determined if he got a B or a C, but he hadn't thought of that when he was studying. Some of the questions were tricky and some were easy. Peter, the class brain, was sitting right across from him and his paper was exposed. Bill could see Peter's paper. He looked away and figured, "Oh well, whatever grade I get I deserve."

Second period was directed study and the assistant principal had said he could come in then to talk about what subjects he should take in high school. He had to decide between taking Spanish or shop. He had to hand in his finished course form by 5th period today, and after that he would be stuck.

Three of his friends were playing a neat new game at the back of the room and he really wanted to spend the period with them. He decided to go see the assistant principal instead. He found out that the kind of shop he wanted was not offered at Cooley and that if he waited until tenth grade to take Spanish it would be much harder. The assistant principal told him he had to decide for himself what he wanted to do. He already had a heavy load for next year, so he thought he would take the shop course because it was easier.

Thinking that most of his decisions for the day were over, he went to English getting into the mood for his speech on drugs and teenagers. He had worked hard on it, practicing on everybody in his family. Then Miss Pratt

announced there was only time for three or four speeches today. She asked who would rather leave theirs until tomorrow. If Billy did, it would mean more time to practice it, but he would also worry about it all night long. He decided to give it right then.

At lunchtime some of his buddies wanted him to go to the park. Some others wanted him to play baseball in the schoolyard. He wanted to do both, but he figured he wanted to play ball more. He hoped he hadn't made his friends mad.

Several hours left before bed. His favorite TV show was on, Kung Fu, and he had that quiz for science to study for. Could he get by without studying for that quiz? He knew his grade in science depended on it.

At 11 p.m. he fell into bed exhausted. All he could think about was that tomorrow he would have more decisions to make. Life is just one big decision after another.

The End

Session 3

Purpose: To increase student awareness of whereto get help in making important school decisions.

Process: Have student take out the worksheet titled Hey Student. Have someone read aloud the directions. Then work through it together - either in pairs, triads or as a group. Expect this activity to raise the anxiety level of the students. They are very concerned about going to Cooley next year. The activity may take two sessions. Go with it.

Session 4

Purpose: To examine the level of risk involved in every decision.

BILL'S CRITICAL DECISIONS

Bill had a busy day, but probably not too different from those of other eighth-grade boys. Here is a list of the decisions he had to deal with throughout this day in April.

1. To get out of bed.
2. To brush his teeth and wash his face.
3. What shirt to wear.
4. Whether to eat anything for breakfast.
5. To go to class, or school that day.
6. To cheat on his math test.
7. How to spend his free period.
8. To take shop or Spanish next year.
9. To back out of giving his speech in English.
10. To go to the park or play ball during lunch.
11. To watch the TV program or study for his science test.
12. To watch the TV program and stay up longer studying.
13. To go to bed.

Were there other decisions that have not been mentioned? Some decisions are made even without consideration on the part of the person making them. Can you add to the list?

From the above list, pick out the five most important decisions you feel Billy made or faces. List them in order or importance, and after each say why you think this was an important or critical decision for him.

Decision	Reason
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

After you have made your list, compare it with others in the class. From this comparison, see if you and the class can come up with a definition of what makes a decision an important one to a person.

HEY STUDENT

Al is a new student at Cooley. On the first day of school he sees a large sign on the bulletin board by the office that says, HEY STUDENT--CAN YOU ANSWER THESE QUESTIONS?

1. If you want to graduate from high school do you know what the requirements are?

2. If you want to be with the kind of kids and teachers you like best, do you know how to find out about teachers and how to meet kids and join the activities you like?

3. If you want to go into a career you like, do you know which courses or activities we offer that might help you prepare for this career?

4. If you want to go to college, do you know which courses will help or are needed for which college?

5. If there are things you really enjoy doing, do you know whether Cooley has any courses or activities that would help you or allow you to do these things?

After reading the questions, Al is upset because he doesn't think he can answer the questions. Maybe you can help.

1. What does Al quite possible already know that would help him to answer the five questions. (In your own words, fill in briefly.)

   _____

   _____

2. What more does Al need to know to help him decide on what to take to graduate from high school? (Briefly, in your own words.)

   _____

   _____

3. What does Al quite possibly already know or need to find out to help him decide which ninth grade courses he will like?

   _____

   _____

4. What does Al need to know about requirements for admission to college before making any decisions about high school courses?

_____

_____

5. What does Al need to know about the courses that might help him in a specific career?

_____

_____

6. Who can Al turn to for help if he can't answer the questions or decide what to do? List below as many people, places and things that he could go to, to get help in answering the questions.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

Process: Remind the group of the activity they did several days ago concerning Bill's important decisions. Either read or tell in your own words the following statement. "Every student is faced with a number of important decisions every day. Some are more important than others, some are easier to make than others but most have something in common. For example: Five of Bill's decisions were:

1. What shirt to wear.
2. Whether to go to school.
3. Whether to cheat on a math test.
4. To take shop or Spanish in high school.
5. To go to a baseball game.

Each of his decisions has a common element or risk or chance. Something is unknown in each case. No matter how much information he gets, there will be something unknown. In every decision you make some risk is involved."

Spend 15 minutes discussing the risks involved in Bill's decisions. For the last ten minutes ask if anyone would share a personal decision they made and what the risk was involved. Can anyone think of a decision they made that didn't involve any risk?

DECISION DIARY

Every moment of your day, you are making decisions. When you decide to spend your time one way rather than another, you are making a decision. Keep track of the main decisions you make on Saturday and Sunday. Bring your completed diary to the group Monday or Tuesday. Write your decision in column one--the time in column two and then check the appropriate boxes.

Saturday Decision	Time	Free Choice	Affects Others	Several Alternatives to Choose From	Glad You Chose This Way	Did You Think About Your Choice
1.						
2.						
3.						
4.						
5.						
6.						

Sunday

1.						
2.						
3.						
4.						
5.						
6.						

Additional Process: If possible you might try and get a person from the community who has to make many important decisions to come in and talk about how he makes decisions.

Session 5

Purpose: To sensitize the group members to their own decisions.

Process: Begin by telling them that we have been talking mostly about other people's decisions lately. Today I'd like to discuss what decisions you have had to make these last few weeks. Spend the next 15 minutes eliciting responses about decisions that they have made. When ten minutes are left, give out the decision diary worksheet included below.

Tell them to record all the decisions they can identify on Saturday and Sunday. On Monday, bring in your decision diary and we will discuss them together.

Session 6

Purpose: To increase student awareness of different strategies for decision-making.

Process: Explain to the group what the four main decision-making strategies are. They are described below. After you have explained them have students take out the identifying strategies worksheet. Read it over together and let them complete it. Discuss the worksheet with them. Read over the following statements previous to discussing the

worksheet with students. The four most common risk-taking strategies:

Wish strategy - the alternative that could lead to the most desirable result, regardless of risk.

Escape strategy - the alternative that is most likely to avoid the worst possible result.

Safe strategy - the alternative that is most likely to bring success; has the highest probability.

Combination strategy - the alternative that has both high probability and high desirability.

Read before discussing worksheet:

"This exercise should be fun and may stimulate discussion about the application of the risk-taking strategies. Some suggested questions: Are there some situations in which one strategy may be better than another? For example, if an outcome is crucial (losing the last game of a world's series), the baseball manager probably will not want to take a chance and therefore will use the escape principle. But in the first game of the season he may choose a wish strategy or combination of strategies.

Do some people tend generally to favor one strategy (as a personality style)? An example might be a person who always plays it safe.

DECISION DIARY

Every moment of your day, you are making decisions. When you decide to spend your time one way rather than another, you are making a decision. Keep track of the main decisions you make on Saturday and Sunday. Bring your completed Diary to the group Monday or Tuesday.

a. Write your decision in and put school (S), friends (F), or home (H) in column one.

b. Write the time in column two.

c. Put a check in the third column if it's a free choice.

d. Put a check in the fourth column if it affects others.

e. Put a check in the fifth column if there are several alternatives to choose from.

f. Put a check in the sixth column if you're glad you chose this way.

g. Put a check in the seventh column if you thought about your choice.

Saturday Decision	I	II	III	IV	V	VI	VII
1.							
2.							
3.							
4.							
5.							
6.							

Saturday Decision	I	II	III	IV	V	VI	VII
7.							
8.							

Sunday Decision							
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

IDENTIFYING STRATEGIES WORKSHEET

Decision-Making Strategies

A strategy is a plan of action; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the culminating act of the decision-maker.

Since all the important decisions involve some risk or some uncertainty, how will the decision-maker finally choose in the face of these unknowns? The four most common risk-taking strategies are as follows:

Wish Strategy - the alternative that could lead to the most desirable result, regardless of risk.

Escape Strategy - the alternative that is most likely to avoid the worst possible result.

Safe Strategy - the alternative that is most likely to bring success; has the highest probability.

Combination Strategy - the alternative that has both high probability and high desirability.

Identifying Strategies

Try to identify the strategy used in each of the following decisions. Write its name below each decision (wish, escape, safe, combination).

1. The manager of a major league baseball team decides to tell his pitcher to walk the next batter intentionally. It is the last half of the ninth inning, the score is tied, two men are out, and no one is on base. The batter leads the league in home runs.

   _____

2. A high school senior wants a scholarship to attend college so he will not have to work. He may be offered a substantial grant by an out-of-state college, but he will not hear from the college until May. His local state college must have his decision now. He decides not to apply to the state college, but to wait and hope to hear favorably from the out-of-state college.

   _____

3. A seventh grade student decides to earn money by taking an established paper route on salary rather than selling magazines door-to-door on a commission.

_____

4. A general decides to send troops into a foreign country in order to bring a war to an end more quickly.

_____

5. A man decides to apply to become an astronaut when the chances of being selected are very small.

_____

What causes people to favor one strategy? Is playing it safe something that is learned from experience?

Can you think of outside factors that would complicate the five personal decisions given in this exercise?

The baseball manager's won-lost record?

The financial status of the parents of the high school senior?

The value of money to the seventh grader?

The political status and ambition of the general?

The astronaut's personal need for glory?

The baseball manager is using an escape strategy, avoiding the home run. The manager, however, undoubtedly has very complete probability data for making decisions. What strategy is probably most often used by baseball managers or football coaches?

The high school senior is using a wish strategy, hoping for the most desirable result.

The seventh grader is using a safe strategy, working for a known amount rather than an unknown. However, with more information a student might discover the commission job has a higher expectation of success.

The general's strategy is probably a combination one because he values winning and has data to suggest that this maneuver might succeed. However, this is the kind of decision that the public back home might have differing opinions on, because of different values (avoiding human suffering and death) and different data.

The astronaut is using a wish strategy. This example illustrates the importance of personal value in decision-making.

Session 7

Purpose: To apply the concept of different strategies to a case study.

Process: Begin by asking someone to remember what happened at the last session. After several students restate what happened, read aloud the following story"

The Application of Strategy

Alice is now in her senior year in high school and is choosing a college for next year. She has been a good student and qualified for admission to the prestige university in a neighboring community as well as for admission to the state university system and any of the state colleges. All high school graduates are eligible to attend her local community college.

Although her qualifications for the prestige university are minimal, she has been offered a scholarship there because she is a member of a minority race. Alice has applied to

and been accepted at four colleges: Prestige University, State University, State College, and Community College.

She knows her decision is an important one and she must choose from four very clear alternatives. She wants very much to get a college degree, and her greatest dream is to graduate from a prestigious college. What Alice dreads most of all is to drop out or fail at college. She would feel humiliated by this.

She has information on her ability and her past performance, and she has looked at tables that helped her estimate her probabilities of academic success at each of the four alternatives. Her greatest chance for success in her major field of social science is at the State College, and the Community College runs a close second. The State University is a more distant third, and Prestige University ranks fourth with a high degree of risk. Now, how does Alice decide how to choose? Try applying the four strategies to her decision.

Ask different students to suggest how she might choose and which strategy that would indicate. After they have discussed it for a few minutes have them take out worksheet titled Applying the Four Strategies. Have them work in groups of two for ten minutes to complete the form. Then discuss the forms as a whole class till the end of the period.

Session 8

Purpose: To relate the four risk strategies to probability-estimating.

Process: Ask if anyone knows what the word "odds" means. Discuss the concept of odds. Have they ever thought about

APPLYING THE FOUR STRATEGIES

Wish

Using this strategy, Alice would attend Prestige University, in which there was the possibility that she would reach her desired outcome. Remember that this strategy does not consider risks or probabilities.

Escape

Using this strategy, Alice would probably attend the State College. However, if she wanted to completely avoid the worst outcome (instead of just minimizing it), Alice would have to decide not to attend college.

Safe

Using this strategy, Alice would clearly decide to attend State College, in which she would have the highest chance of succeeding. Remember, this strategy considers only the likelihood of success.

Combination

Using this strategy, Alice might decide to attend the State University because it might have the highest expected value--considering the high value to her of a degree from such a university. This strategy would require extensive data and personal analysis of Alice's values.

Alice's story illustrated how a decision-making strategy could be applied to the problem of deciding where to go to college. But this illustration is over-simplified. When a person in actually choosing a college, his decision is much more complicated. For instance, what about some of Alice's other values, desires, and objectives?

Maybe she wants to live at home.

Maybe she wants to major in anthropology.

Maybe she wants an active college social life.

Maybe she wants to live far from home.

Can you think of other factors she might consider? _____

_____

_____

Can you think of other strategies she might use? _____

_____

_____

the "odds" before making a decision. After an initial discussion, have them take out worksheet titled Testing Yourself on Strategy. Your copy is enclosed and modified.

After they fill out the worksheet discuss other situations when they chose different strategies. If time permits have them make a physical continuum from The 1 to 1000 group to the Don't Play group. Discuss why they ended up in a certain place.

Session 9

Purpose: To relate our sessions on decision making to career planning for Cooley High.

Process: Say, "We have been talking about making decisions for three weeks. Today we are going to relate what we have been doing to your real life. I want you to look at the worksheet titled Opportunities at Cooley and working with a partner fill in the questionnaire."

Spend as much time as is necessary to help them complete the form. If it takes the whole period, then you will use another session to evaluate it.

When all have completed the form, tell them to rank order the opportunities they want to take advantage of at Cooley.

OPPORTUNITIES AT COOLEY

1. Please check the academic opportunities you want to take advantage of at Cooley.

___ College Preparatory Courses (If you wish to go to college.)

The following are all non-college bound programs.

___ Cooperative Work Training (Work part time and attend school part time.)

___ Diversified Occupations (Learn a trade such as TV repair, beautician, etc.

___ Office Education (Learn clerical skills such as typing, shorthand, etc.)

___ Home Economics Related Occupations (work part time as a cook, waitress, tailor, etc.)

___ Distributive Education (work part time.)

2. Please check which of these clubs, organizations and activities you would like to be involved in.

___ School Play

___ Art Club

___ Future Homemakers of America

___ Future Secretaries of America

___ Girls' Athletic Association

___ Red Cross Club

___ Future Teachers of America

___ Honor Society

___ Math Club

___ Pep Club (Promote School Spirit)

___ Athletic Programs

___ Creative Writing Club

___ Cheerleading

___ Stage Crew

___ Spanish Club

___ Pom-Pom Girls

___ Student Council

___ Year Book

___ School Newspaper

Add others you would like to organize.

_____

_____

_____

3. Rank order all things that you checked. Put the one you care most about on top to the one you care least about on the bottom.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. On the back of this paper write two decisions you must make between now and September to accomplish one or more of these opportunities.

Then they are to list at least two decisions they will have to make between now and next September to make it likely their opportunities will happen. Spend the whole session having individuals talk about one or two decisions they will need to make.

Optional Process: Have students take out form titled Brand Names--Explain the following to them. "In your medicine chest and kitchen you have many products that someone in your house purchased. Each purchase involved a decision. It will help you to know if the decisions were smart ones or dumb ones. Were you or someone in your family duped by T.V. or tricked by store shelf placement? Did your decision represent a wise choice? This worksheet will help answer that question." Have students take the two forms home and list about ten things in the kitchen and in the bathroom that are brand names. Fill in the columns as to who bought it, etc. Then bring them in and discuss them as a whole group. As you discuss the worksheets try and get the students to make value judgments about the buying practice of their families. Are they wise buyers? Ask, "What other buying areas could we this activity with? How about clothes, cars, drugs, records, political candidates, and so on. What can you as an individual do to combat the advertising con game?" In column I should

go the name of the person who bought the product.

In column II should go the reason for bringing it in the house. Good buy, clever T.V. commercial, a friend recommended it, etc. Some explanation for each item as to why it was purchased.

In column III a check should be put if the item passes these three conditions:

1. It was chosen from alternatives (you didn't have to buy that brand).

2. It was a free choice, not a pressured one.

3. It was chosen after <u>thoughtfully</u> considering the different alternatives and looking at pros and cons.

Put a "k" by the items if you will keep buying it. Put an "e" by it if you will eliminate it from your buying habits. Put a "t" by the product if you need to think about it.

All the Brand Names in our Medicine Chest	I	II	III
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

All the Brand Names in our Kitchen	I	II	III
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

CHAPTER IV

ANALYSIS OF DATA

In Chapter IV I described the importance of positive self-concept to school attitude and pupil achievement. Instruments designed to provide an accurate measure of self concept are extrmely difficult to construct. As a partial answer to this problem, Dr. Ira J. Gordon Professor of Education, University of Florida, has developed a self-report instrument under the title of "How I See Myself Scale" which has been used in a number of studies.[52] This was the instrument used in Pearline P. Yeatt's study of the Developmental changes in the Self Concept of Children in Grades 3-12.[53]

This was in which a pupil sees both himself and his school greatly influences both his achievement and his motovation to stay in school. For this purpose of the "How I See Myself Scale", Dr. Gordon warns of certain inherent weaknesses in the scale. First, the respondent may be influnced to "put his best foot forward". Second, he may not have thought about a particular item and may respond frivolously. Third,the pupil may lack a standard for comparsion so that his answer, although truthful, may not be usuable. Fourth, he may not understand the words or may assign different meanings to the words. The best use of this scaleis for group comparsions,as was used in this practicum, rather than for the assignment of an individual pupil for instructional purposes.

52. Gordon, Ira J., A Test Manual for the "How I See Myself Scale", (Gainesville, Florida, Florida Educational Research and Development Council, 1968)

53. Yeatts, Pearline P., "Developmental Changes in the Self Concept of children in Grades 3-12," Research Bulletin, Vol.3, No.2, Summer, 1967

The items for the scale were developed from the material in Jersild's In Search of Self. On the face of it, the scale measures the pupils view of himself, his peers, his teachers, his school, and of his own emotional control. This scale was administered to all 87 pupil participants before and after exposure to the twenty week C.O.D. program which was developed as part of this practicum.

The following tables portray a graphic representation of test to retest scores over a twenty week time lapse. In an effort to test the difference between the means of test-retest scores, the Z formula* was used in Tables 1, 3, 4, and 5. It will be noted that due to the magnitude of the Z's, the null hypothesis was rejected in each case.

TABLE 1

A Comparison of Means on the "How I See Myself Scale"
Test - Retest

	N	$\bar{X}$	S.D.	Z
TEST	87	122	11.4	14.6*
RETEST	87	141	18.8	

* Significant at the .01 level of confidence.

* Z's completed by method shown in Downie and Heath for correlated data.

$$Z = \frac{\bar{X} - \bar{Y}}{S_{DX}}$$

$$S_{DX} = \sqrt{(S_X)^2 + (S_Y)^2 - 2\,(r)\,(S_X)\,(S_Y)}$$

DESCRIPTION OF PUPIL ATTENDANCE DATA

The attendance data for all 87 pupil participants was collected and recorded at the end of the first semester of the 1974-75 school year. The same information was collected and recorded at the end of the second semester after the pupils had been participating in the C.O.D. Counseling Program.

TABLE 2

Improvement in Pupil Attendance

(N-87)

Days Absent (100 Day Semester	Absences Before Program 1st Semester 1974-75	Absences After Program 2nd Semester 1974-75
55-60	2	1
51-55	4	
46-50	1	
41-45	5	1
36-40	7	1
31-35	7	1
26-30	12	5
21-25	13	8
16-20	20	19
11-15	10	27
6-10	6	17
0-5		7

Mean Improvement in School Attendance 10.6 days

80 of 87 pupils improved attendance 91.9 %

DESCRIPTION OF PUPIL CONDUCT GRADE DATA

Each semester, division teachers record a single letter grade on each pupils cumulative record card. This letter grade represents a synthesis of all the conduct grades received by the pupil from all teachers the pupil has worked with during the semester. The conduct letter grade was collected for each pupil participant in the program, before the C.O.D. Counseling Program, and after the program. For statistical convenience, the letter grades have been assigned traditional numerical values for the evaluation portion of this practicum.

LETTER GRADE	NUMERICAL VALUE
U - Unsatisfactory	0
F - Fair	10
G - Good	20
E - Excellent	30

TABLE 3

A Comparison of Means of Pupil Conduct Grades

	N	$\bar{X}$	S.D.	Z
Before COD	87	9.0	8.9	10.3*
After COD	87	20.0	7.9	

* Significant at the .01 level of confidence.

DESCRIPTION OF PUPIL ACHIEVEMENT GRADE DATA

As with the conduct grade, each pupil receives one letter grade each semester which is recorded on his cumulative record card. This letter grade is the synthesis of all acgievement grades received by the pupil from his teachers during the semester. These grades were collected and recorded for all pupil participants before and after the C.O.D. Counseling Program. For statistical convenience, the letter grades have been assigned traditional numerical values for the evaluation portion of this practicum.

LETTER GRADE	NUMERICAL VALUE
U- Unsatisfactory	0
F - Fair	10
G - Good	20
E - Excellent	30

TABLE 8

A Comparison of Means of Pupil Achievement Grades

	N	$\bar{X}$	S.D.	t
Before COD	87	9.0	6.2	13.9*
After COD	87	20.4	8.4	

* Significant at the .01 level of confidence.

DESCRIPTION OF READING G.E. DATA

Although the main thrust of the C.O.D. Counseling Program was to improve pupil self concept and thereby attempt to abort future drop-outs, I also administered a pre and post program reading test. I chose the Iowa Test of Basic Skills since it is the instrument used in our school system. I believed that better school and personal adjustment would cause the pupils to increase their reading ability.

When considering these scores, please remember that the pupils in the target group were transferred to Cooley E.V.C.C. for low reading ability. This is one of the criteria for to transfer to our school from a neighboring K-8 unit.

TABLE 5

A Comparison of Means of Pupil Reading Scores

	N	$\bar{X}$	S.D.	Z
TEST	87	4.3	1.3	4.29*
RETEST	87	4.9	1.2	

* Significant at the .01 level of confidence.

CHAPTER VII

EVALUATION, OBSERVATIONS, AND RECOMMENDATIONS

The main task of this paper was to write, describe, and evaluate in terms of viability, an innovative counseling program, structured to develop pupil self-concept. It is postulated that where sense of personal worth, self-esteem, and self-image is increased, academic and behavioral adjustment will also flow in a positive direction.

To this end, the C.O.D. program, described previously, was implemented operationally, at Cooley Education and Vocational Guidance Center for twenty weeks.

Presuming that a cause-effect relationship of improved pupil self-concept to " total adjustment " would exist, I have evaluated the program in terms of total school adjustment. That is to say, attendance, conduct, general achievement, and reading achievement. Personality and/or emotional adjustment, of course, would be far beyond the scope of this practicum. Based upon accepted statistical procedures, the four above named areas, encouragingly, showed positive directions.

Firstly, self-concept, as measured by the " How I See Myself Scale" increased in every case (see appendix Table I) and in some cases increased dramatically. This increase in itself, not withstanding academic implications, may have far reaching psychological benefits.

In terms of attendance, the eternal nemesis if inner-city education, a mean improvement in excess of ten days per semester is seen (Table 2). With a N of 87, this represents a minimum increase of 4,350 instructional hours. These hours not only have educational potential, but a curtailment of the drop-out syndrome.

In terms of pupil conduct, or more accurately, social adjustment, 77.4% of the pupils (see appendix Table IV) improved in their general evaluation, or perhaps more significantly, demonstrated the capacity and willingness to relate in a more " socially acceptable " fashion to their peers and teachers, while at the same time, subordinating maladaptive behavior to the greater need of the group. Here again, residual benefits for the far-reaching potential of good citizenship, cannot be measured, but are clearly implicit.

In terms of general achievement gain, or " total curriculum ", the results continue to flow in a positive direction(see Table 4). For example, where zero pupils failed to attain a grade of E (excellent) in academic achievement before the program, 27 pupils received a grade of E after the C.O.D. program (see Appendix Table VI). Conversely the ratio of U (unsatisfactory) pupils decreased from 23 to 11.

This is especially interesting in that past experience shows that, particularly at the secondary level, "U" pupils tend to remain "U" pupils; "G" pupils tend to remain "G" pupils, etc., etc.

Finally in terms of reading G.E. improvement, (see Table 5), we see a mean increase of .6 over a five month period. This not only reflects a inordinate gain (.5 would be statistically accurate), but becomes especially encouraging when one considers that a criteria for enrolling at Cooley E.V.G.C. is " problematic " reading ability.

RECOMMENDATIONS

This descriptive study, and its findings has illuminated a number of areas which may merit further exploration.

1. Longitudinal data relating to the influence of regularly scheduled counseling sessions to behavior modification.

2. Comparative self-concept indices between inner city high schools and non inner city high schools as related to drop-out rates.

3. Recitivism of pupils assigned to socially maladjusted divisions compared to academic gains achieved during first placement.

4. The advisibility of implementing a long term self-concept counseling program, as adjunct educational strategy for all secondary schools.

5. Item analysis of " How I See Myself Scale " and it's correlations to total and discreet school adjustment.

APPENDIX

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TABLE I

Improvement in " How I See Myself Scale " (N-87)

Score	Pupil Test Responses	Pupil Re-test Responses
196-200		1
191-195		
186-190		
181-185		2
176-180		
171-175		6
166-170		4
161-165		3
156-160		5
151-155	1	1
146-150	1	8
141-145	2	6
136-140	8	15
131-135	7	12
126-130	14	11
121-125	9	3
116-120	21	2
111-115	11	4
106-110	5	1
101-105	5	3
96-100	2	

87 of 87 pupils improved on total scores 100 %

TABLE II

INDIVIDUAL PUPIL TOTAL SCORES

"HOW I SEE MYSELF SCALE"

PUPIL NUMBER	TOTAL SCORE TEST	TOTAL SCORE RE-TEST	DEVIATION
1	123	169	46
2	114	135	21
3	117	137	20
4	138	168	30
5	129	137	8
6	133	161	28
7	119	134	15
8	111	146	35
9	137	168	31
10	135	175	40
11	103	135	32
12	142	175	33
13	103	122	19
14	111	137	26
15	124	172	48
16	129	163	34
17	152	198	46
18	138	144	6
19	129	138	9
20	116	129	13
21	133	172	39
22	121	144	23
23	114	124	10
24	137	143	6
25	119	134	15
26	116	133	17
27	134	143	9
28	111	119	8
29	109	115	6
30	114	137	13
31	119	126	7
32	132	146	14
33	140	161	21
34	113	133	20
35	127	140	13
36	133	171	38
37	104	128	24
38	119	135	16
39	121	141	20
40	105	107	2
41	133	183	50
42	126	127	1
43	140	171	31
44	111	136	25
45	134	160	26
46	119	129	10
47	116	149	33
48	99	104	5
49	116	134	18
50	127	147	20
51	133	141	8
52	129	151	22
53	149	182	33
54	144	170	26
55	131	160	29
56	127	134	7
57	129	138	9
58	114	132	18
59	123	138	15
60	118	119	1
61	117	128	11
62	105	114	9
63	121	136	15
64	117	130	13
65	99	110	11
66	118	134	16
67	125	140	15
68	118	124	6
69	128	158	30
70	110	112	2
71	123	127	4
72	101	102	1
73	129	158	29
74	110	112	2
75	116	127	11
76	125	131	6
77	127	148	21
78	114	147	33
79	116	140	24
80	123	148	25
81	113	136	23
82	119	134	15
83	121	156	35
84	111	130	19
85	120	136	16
86	115	148	33
87	106	123	17

TABLE III

INDIVIDUAL PUPIL ATTENDANCE
(100 School Days per Semester)

PUPIL NUMBER	ABSENCES FIRST SEMESTER	ABSENCES SECOND SEMESTER	DEVIATION IMPROVED ATTENDANCE	PUPIL NUMBER	ABSENCES FIRST SEMESTER	ABSENCES SECOND SEMESTER	DEVIATION IMPROVED ATTENDANCE
1	56	42	14	45	9	6	3
2	21	17	4	46	27	13	14
3	9	7	2	47	18	11	7
4	36	30	6	48	12	8	4
5	16	6	10	49	16	13	3
6	41	12	29	50	40	25	15
7	17	11	6	51	30	17	13
8	26	21	5	52	21	4	17
9	14	13	1	53	34	15	19
10	31	20	11	54	21	12	9
11	29	19	10	55	28	12	16
12	37	31	6	56	19	10	9
13	18	13	5	57	37	18	19
14	9	17	0 +8	58	25	14	11
15	16	19	6	59	13	7	6
16	52	37	15	60	51	17	34
17	22	14	8	61	32	21	11
18	11	12	0 +1	62	21	20	1
19	23	14	9	63	17	14	3
20	19	21	0 +2	64	20	11	9
21	47	30	17	65	12	9	3
22	13	12	1	66	22	17	5
23	9	6	3	67	20	16	4
24	27	28	0 +1	68	20	6	14
25	40	26	14	69	22	11	11
26	19	6	13	70	29	13	16
27	18	12	6	71	15	6	9
28	32	21	11	72	10	3	7
29	34	19	15	73	33	16	17
30	21	7	14	74	25	17	8
31	11	5	6	75	14	3	11
32	34	39	0 +5	76	16	17	0 +1
33	43	24	19	77	41	13	28
34	13	6	7	78	43	19	24
35	33	23	10	79	7	9	0 +2
36	17	14	3	80	57	17	40
37	19	14	5	81	16	10	6
38	51	25	26	82	22	4	18
39	43	27	16	83	29	17	12
40	18	10	8	84	19	4	15
41	37	14	23	85	35	17	18
42	24	19	5	86	27	6	21
43	17	12	5	87	28	11	17
44	39	14	25				

TABLE LV

Improvement in Pupil Conduct Grade (N-87)

Letter Grade	First Semester Pupil Grades Before Program	Second Semester Pupil Grades After Program
E Excellent	3	23
G Good	17	47
F Fair	31	14
U Unsatisfactory	36	3

67 of 87 Pupils Improved 77.4%

TABLE V

INDIVIDUAL PUPIL CONDUCT GRADES

PUPIL NUMBER	FIRST SEMESTER CONDUCT GRADE	SECOND SEMESTER CONDUCT GRADE	NUMERICAL DEVIATION
1	F	G	10
2	U	G	20
3	U	G	0
4	F	G	20
5	U	G	20
6	F	G	10
7	G	G	10
8	F	G	10
9	U	G	20
10	G	G	0
11	G	G	0
12	G	G	0
13	G	G	20
14	G	G	0
15	U	G	20
16	G	G	20
17	E	E	0
18	E	E	20
19	F	E	10
20	E	G	10
21	G	G	0
22	G	E	20
23	U	E	10
24	E	E	20
25	F	E	10
26	U	G	20
27	F	G	20
28	U	G	0
29	U	E	10
30	G	E	30
31	F	G	0
32	F	G	10
33	F	G	10
34	U	G	10
35	G	E	0
36	F	G	20
37	F	G	10
38	U	E	20
39	F	G	20
40	F	G	0
41	G	E	20
42	E	G	0
43	G	G	20
44	G	E	0
45	G	G	10
46	F	G	10
47	U	G	0
48	F	G	10
49	U	G	10
50	F	G	20
51	U	G	10
52	F	G	10
53	U	G	20
54	F	G	20
55	U	G	10
56	F	G	20
57	U	G	20
58	F	G	20
59	U	G	10
60	F	G	10
61	F	G	0
62	F	G	0
63	F	G	10
64	F	G	20
65	U	G	0
66	F	G	10
67	F	G	0
68	F	G	10
69	U	G	10
70	U	G	10
71	F	G	10
72	U	G	10
73	U	G	10
74	U	G	20
75	F	G	10
76	U	G	20
77	F	G	20
78	U	G	10
79	G	G	0
80	U	G	30
81	G	G	0
82	U	G	20
83	G	G	10
84	U	G	20
85	G	G	20
86	U	G	30
87	G	G	0

TABLE VI

Improvement in Pupil Achievement Grade (N-87)

Letter Grade	First Semester Pupil Grades Before Program	Second Semester Pupil Grades After Program
E Excellent		27
G Good	14	41
F Fair	50	15
U Unsatisfactory	23	11

70 of 87 Pupils Improved 80.5%

TABLE VII

INDIVIDUAL PUPIL ACHIEVEMENT GRADES

PUPIL NUMBER	FIRST SEMESTER ACHIEVEMENT GRADES	SECOND SEMESTER ACHIEVEMENT GRADES	NUMERICAL DEVIATION
1	F	G	10
2	F	E	20
3	F	E	20
4	F	G	10
5	F	G	10
6	F	G	0
7	F	G	10
8	F	G	10
9	F	G	10
10	F	G	10
11	F	E	20
12	F	E	20
13	F	G	10
14	F	G	0
15	F	G	10
16	F	G	10
17	F	E	30
18	F	G	10
19	F	G	0
20	F	G	10
21	F	G	10
22	F	G	10
23	F	G	10
24	F	E	20
25	F	E	20
26	F	G	0
27	F	G	10
28	F	G	0
29	F	G	10
30	F	G	10
31	F	G	0
32	F	G	10
33	F	E	20
34	F	G	10
35	F	G	10
36	F	G	10
37	F	G	10
38	F	G	0
39	F	F	20
40	F	G	10
41	F	E	20
42	F	E	10
43	F	E	20
44	G	G	0
45	G	E	10
46	F	G	10
47	F	E	20
48	F	E	20
49	F	G	10
50	F	G	10
51	F	G	10
52	F	G	10
53	F	G	10
54	F	G	10
55	F	E	20
56	F	E	20
57	F	G	10
58	F	G	0
59	F	G	10
60	F	G	10
61	F	E	30
62	F	G	10
63	F	G	0
64	F	G	10
65	F	G	10
66	F	G	10
67	F	G	10
68	F	E	20
69	F	E	20
70	F	G	0
71	F	G	10
72	F	G	0
73	F	G	10
74	F	G	10
75	F	G	0
76	F	G	10
77	F	E	20
78	F	G	10
79	F	G	10
80	F	G	10
81	F	G	10
82	F	G	0
83	F	F	20
84	F	G	10
85	F	E	20
86	F	E	10
87	F	E	20
			0

TABLE VIII

Improvement in Reading Achievement Scores (N=87)

Grade Equivalent Reading Scores	Test	Re-Test
7.1 - 7.5		2
6.6 - 7.0	2	6
6.1 - 6.5	3	4
5.6 - 6.0	8	15
5.1 - 5.5	10	12
4.6 - 5.0	12	11
4.1 - 4.5	16	12
3.6 - 4.0	11	16
3.1 - 3.5	10	4
2.6 - 3.0	6	5
2.1 - 2.5	8	
1.6 - 2.0		
1.1 - 1.5	1	

83 of 87 Pupils Improved 95.4%

TABLE IX

INDIVIDUAL PUPIL READING SCORES

PUPIL NUMBER	G.E. PRE-TEST	G.E. POST-TEST	DEVIATION
1	2.5	3.7	1.2
2	5.3	5.9	.6
3	3.2	3.9	.7
4	4.1	5.3	1.2
5	4.5	5.3	.8
6	2.7	3.9	1.2
7	3.5	4.7	1.2
8	6.0	6.6	.6
9	2.9	4.2	1.3
10	2.2	3.6	1.4
11	5.4	6.0	.6
12	5.6	6.9	1.3
13	3.4	3.6	.2
14	4.4	4.8	.4
15	3.0	4.2	1.2
16	2.5	3.7	1.2
17	5.6	6.7	1.1
18	5.8	6.0	.2
19	2.2	2.7	.5
20	4.2	4.5	.3
21	1.5	3.2	1.7
22	4.6	5.4	.8
23	4.7	4.9	.2
24	5.5	5.9	.4
25	5.4	5.9	.5
26	2.3	2.6	.3
27	4.3	5.1	.8
28	3.7	3.9	.2
29	4.5	4.7	.2
30	3.9	4.3	.4
31	2.9	3.1	.2
32	5.8	6.3	.5
33	5.4	6.1	.7
34	3.6	3.9	.3
35	5.0	5.7	.7
36	3.7	4.9	1.2
37	3.3	3.6	.3
38	2.3	2.7	.4
39	4.8	5.3	.5
40	4.8	4.7	-.1
41	6.1	6.8	.7
42	4.4	4.7	.3
43	4.4	5.4	1.0
44	3.2	3.7	.5
45	6.1	6.4	.3
46	3.6	3.8	.2
47	6.8	7.4	.6
48	3.9	3.7	-.2
49	5.6	5.9	.3
50	6.7	7.1	.4
51	4.2	4.9	.7
52	6.5	6.7	.2
53	3.9	5.1	1.2
54	3.2	4.1	.9
55	3.4	4.3	.9
56	4.0	4.4	.4
57	4.2	5.7	1.5
58	5.2	5.6	.4
59	4.6	5.3	.7
60	4.4	3.9	-.5
61	4.9	5.3	.4
62	2.6	2.9	.3
63	5.2	5.7	.5
64	5.4	5.9	.5
65	4.6	4.9	.3
66	4.6	5.1	.5
67	4.1	4.7	.6
68	4.1	4.4	.3
69	6.0	6.3	.3
70	3.1	3.3	.2
71	4.3	4.6	.3
72	4.0	4.1	.1
73	2.6	3.7	1.1
74	5.2	5.1	-.1
75	4.1	4.4	.3
76	3.9	4.3	.4
77	5.9	6.7	.8
78	4.6	5.6	1.0
79	5.2	5.9	.7
80	4.7	5.7	1.0
81	3.7	4.3	.6
82	3.1	3.6	.5
83	2.1	3.8	1.7
84	3.2	3.4	.2
85	4.9	5.4	.5
86	4.6	5.9	1.3
87	2.4	2.7	.3

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